

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9430 E. Neville Ave, Mesa, AZ 85212

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)

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

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

School Overview

Principal/Administrator : Mrs. Susie Kreitzer
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : www.gilbert.k12.az.us/info/schools/aug
 Phone Number : (480) 635-2011
 Fax Number : (480) 635-2020
 E-mail : susie_kreitzer@gilbert.k12.az.us

Mission

Augusta Ranch Elementary provides an environment where education and growth is the priority. We focus on reading, mathematics and language arts. We endeavor to help our students become responsible, independent citizens.

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 an integrated approach to language arts instruction that utilizes the Six Traits of Writing and Step up to Writing programs.
- ü Build a common language for communicating learning by utilizing Thinking Maps: Tools for Teaching and Learning, throughout all curricular areas.
- ü Foster a cooperative climate and enhance interpersonal skills among students by applying Kagan Structures to cooperative learning activities and instruction.
- ü Continue to implement CHARACTER COUNTS! and our anti-bullying program.

Enrollment

October 1, 2005 School Year Student Enrollment : 939
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 31

Instructional Programs

- Ü Integrated Curriculum (rdg, math, lang)
- Ü Accelerated Classes (Grades 1-6)
- Ü Special Education (K-6)
- Ü Enrichment Programs (Mus, PE, Art, Tech)
- Ü Fine Arts (band, orchestra)
- Ü Intensive Reading Instruction
- Ü Supportive Math Instruction (Title I)
- Ü ELL Instruction & Speech Therapy

Calendar Information

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

Shared Responsibilities

School

We will provide communication with parents on their students' educational and emotional progress and keep them informed on school activities. Teachers will provide consistent follow-through and hold students accountable for all behavior.

Parents

Parents will report their students to office if absent. Provide time and support for homework and nightly reading. Bring students to school healthy, well-fed and rested. Stay abreast of students' academic, emotional and behavioral progress.

Transportation Policy

The district will provide bus transportation for students that are in Augusta Ranch Boundaries but live further than one (1) mile away from the school. Students who live within one mile of the school will walk, bicycle or be transported by car.

School Honors

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

Award/Honor	Year
Ü Teacher of the Year - Gilbert	2001
Ü Special Ed Teacher of the Year - Gilbert	2001
Ü Special Teacher with Integrated Students	2000
Ü Teacher of the Year - Gilbert, Integrated Students	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	149	2749	80010	99	98	99	474	475	447	4	4	10	6	9	18	55	50	53	35	38	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1307	38935	97	99	99	472	474	447	4	4	9	6	8	19	58	51	55	31	37	17
Male	72	1442	40974	100	98	98	476	476	448	4	3	11	6	9	18	51	50	52	39	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	21	460	34545	95	98	99	453	456	432	5	4	14	10	13	24	62	65	53	24	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	NC	23	3979	NC	88	96	NC	462	424	NC	NA	17	NC	13	30	NC	65	47	NC	22	6
White	115	2029	35142	100	99	99	483	481	465	3	3	5	3	7	11	54	47	56	40	43	28
Students with Disabilities	21	414	10161	100	93	93	429	440	419	24	16	28	19	27	28	48	39	36	10	18	8
Students without Disabilities	128	2335	69849	98	100	100	481	481	451	1	1	7	4	5	17	56	52	56	39	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	34	583	39029	94	97	98	454	454	432	9	6	14	12	15	25	56	60	52	24	19	9
Non-Economically Disadvantaged	115	2166	40981	100	99	100	480	481	462	3	3	6	4	7	13	55	47	54	38	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	147	2707	79438	97	97	98	475	480	451	3	3	9	13	12	24	63	62	56	22	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1290	38775	97	98	99	477	487	457	4	2	7	12	9	22	62	61	58	22	27	13
Male	70	1417	40560	97	96	97	473	474	446	1	3	12	14	14	25	63	62	54	21	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	20	455	34297	91	97	98	455	464	434	5	5	14	20	16	31	65	69	50	10	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	NC	22	3940	NC	85	95	NC	469	429	NC	9	14	NC	5	36	NC	68	47	NC	18	3
White	114	1996	34887	99	97	98	481	485	471	3	2	4	8	10	15	66	61	63	24	27	18
Students with Disabilities	19	373	9588	90	84	88	441	445	416	11	13	30	37	31	32	47	46	34	5	9	5
Students without Disabilities	128	2334	69850	98	99	100	480	485	456	2	1	7	9	9	23	65	64	59	24	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	33	573	38685	92	96	97	460	461	435	3	5	14	21	20	32	58	65	50	18	11	5
Non-Economically Disadvantaged	114	2134	40753	99	97	99	480	485	467	3	2	5	11	10	16	64	61	62	23	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	149	2749	79971	99	98	99	448	448	423	3	3	8	24	28	41	68	64	49	4	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1307	38974	97	99	99	462	461	437	1	3	5	19	20	33	73	70	57	6	7	4
Male	72	1442	40895	100	98	98	433	436	410	6	4	10	29	35	47	64	58	41	1	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	21	461	34481	95	98	99	424	436	410	14	4	10	19	33	46	62	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	NC	23	3995	NC	88	96	NC	426	409	NC	NA	10	NC	57	47	NC	43	42	NC	NA	1
White	115	2030	35150	100	99	99	456	451	437	1	3	5	23	26	35	72	66	56	4	5	5
Students with Disabilities	21	412	10258	100	93	94	383	407	377	19	13	23	57	50	51	19	35	25	5	2	1
Students without Disabilities	128	2337	69713	98	100	100	459	455	429	1	2	5	19	24	39	77	69	52	4	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	34	585	38994	94	98	98	423	430	409	12	5	10	32	39	47	56	53	41	NA	2	1
Non-Economically Disadvantaged	115	2164	40977	100	99	100	456	453	437	1	3	5	22	25	34	72	67	56	5	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	115	2846	80147	99	98	99	505	511	482	3	3	11	10	6	17	55	49	49	32	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1386	39281	98	98	99	499	511	483	4	3	9	9	5	17	56	51	50	32	41	24
Male	57	1458	40780	98	98	98	510	511	482	4	3	12	11	8	17	53	48	48	33	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	19	468	33494	100	96	99	507	493	466	NA	5	15	16	12	23	47	56	49	37	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	--	25	4117	--	96	96	--	493	456	--	8	19	--	4	27	--	60	46	--	28	8
White	89	2074	36122	99	98	99	504	516	501	4	2	5	9	5	10	55	48	50	31	45	35
Students with Disabilities	14	371	10295	100	88	92	431	467	443	29	16	33	57	22	26	14	47	33	NA	14	8
Students without Disabilities	101	2475	69852	99	100	100	515	518	488	NA	1	7	3	4	16	60	49	51	37	46	26
Limited English Proficient Students	NC	84	12722	NC	94	97	NC	465	441	NC	10	27	NC	29	33	NC	51	37	NC	11	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	23	592	38371	96	96	97	498	490	465	4	6	15	13	13	23	52	56	49	30	25	13
Non-Economically Disadvantaged	92	2254	41776	100	99	100	506	517	498	3	2	6	9	5	11	55	47	49	33	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	114	2812	79686	98	97	98	501	499	470	4	2	11	6	11	24	68	70	57	22	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1376	39163	97	97	99	507	504	475	2	2	9	2	8	22	70	70	60	27	20	10
Male	57	1434	40438	98	96	97	494	494	465	7	2	13	11	13	25	67	70	54	16	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	19	463	33299	100	95	98	489	481	452	5	5	17	21	18	32	58	68	47	16	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	--	25	4087	--	96	96	--	482	446	--	NA	16	--	16	38	--	84	44	--	NA	2
White	88	2048	35914	98	97	98	502	503	489	5	1	5	3	8	15	69	71	67	23	20	14
Students with Disabilities	13	338	9808	93	80	87	435	467	432	31	9	35	31	30	32	38	53	30	NA	7	3
Students without Disabilities	101	2474	69878	99	100	100	510	503	475	1	1	8	3	8	23	71	73	61	25	18	9
Limited English Proficient Students	NC	83	12594	NC	93	96	NC	448	422	NC	16	34	NC	39	45	NC	42	21	NC	4	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	23	581	38095	96	94	97	490	481	452	4	5	17	13	20	32	70	66	48	13	9	3
Non-Economically Disadvantaged	91	2231	41591	99	98	99	504	503	486	4	1	6	4	8	16	67	71	65	24	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	115	2875	80372	99	99	99	503	497	475	1	2	4	14	16	30	83	77	64	2	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1406	39452	98	99	99	511	508	488	2	1	3	5	12	22	89	81	72	4	7	3
Male	57	1467	40836	98	98	98	494	487	464	NA	3	6	23	21	37	77	74	56	NA	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	19	477	33608	100	98	99	494	486	462	NA	3	6	11	18	36	89	77	57	NA	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	--	26	4128	--	100	97	--	497	464	--	NA	4	--	23	39	--	73	56	--	4	1
White	89	2091	36213	99	99	99	504	499	489	1	1	2	15	16	22	82	78	72	2	5	3
Students with Disabilities	14	401	10526	100	95	94	438	452	427	7	7	15	64	45	53	29	47	31	NA	1	1
Students without Disabilities	101	2474	69846	99	100	100	512	504	482	NA	1	3	7	12	26	91	82	69	2	5	2
Limited English Proficient Students	NC	87	12747	NC	98	97	NC	446	432	NC	10	12	NC	34	52	NC	55	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	23	604	38521	96	98	98	494	479	461	NA	3	6	22	25	38	78	70	55	NA	1	1
Non-Economically Disadvantaged	92	2271	41851	100	99	100	505	502	489	1	1	3	12	14	22	85	79	72	2	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	126	2841	79306	100	99	99	526	529	504	2	5	13	11	11	20	57	52	49	29	32	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1394	38845	100	99	99	526	531	505	2	4	11	8	12	20	64	52	50	27	33	18
Male	62	1446	40383	100	99	98	527	528	504	3	5	14	15	11	19	50	53	47	32	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	22	450	32673	100	99	99	524	509	487	5	7	18	18	17	25	50	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	--	20	4034	--	100	97	--	539	479	--	10	22	--	NA	29	--	45	43	--	45	7
White	93	2116	36234	100	99	99	527	534	523	1	4	6	10	10	13	60	51	52	29	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	117	2483	69020	100	100	100	527	536	510	2	2	9	11	8	18	58	55	52	29	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	20	556	37437	100	97	97	513	505	486	5	10	19	15	18	26	60	55	46	20	16	9
Non-Economically Disadvantaged	106	2285	41869	100	100	100	529	535	521	2	3	7	10	9	14	57	52	51	31	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	126	2799	79000	100	98	98	513	514	489	NA	2	10	11	12	24	75	69	58	14	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1385	38774	100	98	99	516	520	494	NA	2	7	3	9	22	83	69	61	14	20	10
Male	62	1413	40150	100	97	98	509	509	485	NA	3	12	19	14	25	66	69	55	15	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	22	435	32508	100	96	98	502	498	472	NA	4	15	27	19	33	55	69	49	18	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	--	19	4016	--	95	96	--	515	467	--	5	14	--	5	37	--	74	46	--	16	2
White	93	2096	36135	100	98	98	516	519	508	NA	2	4	9	10	14	76	69	67	15	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	117	2484	69009	100	100	100	514	519	495	NA	1	6	9	9	22	78	72	62	14	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	20	534	37234	100	93	97	500	494	472	NA	4	15	15	21	33	80	68	50	5	7	3
Non-Economically Disadvantaged	106	2265	41766	100	99	99	515	519	505	NA	2	5	10	10	16	74	69	65	16	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	126	2841	79611	100	99	99	510	515	496	2	3	7	33	27	37	65	69	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	1396	39016	100	99	99	528	531	511	2	1	4	20	17	29	78	80	66	NA	1	1
Male	62	1444	40519	100	99	98	491	500	482	3	4	10	45	37	44	52	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	22	448	32855	100	99	99	507	501	481	NA	5	10	32	32	43	68	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	--	20	3992	--	100	96	--	518	478	--	5	10	--	20	46	--	70	44	--	5	0
White	93	2119	36380	100	99	99	508	519	511	3	2	4	33	27	30	63	71	65	NA	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	117	2484	68947	100	100	100	511	523	504	3	1	4	30	23	34	68	75	61	NA	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	20	555	37626	100	97	98	504	494	479	5	6	10	40	38	45	55	55	45	NA	1	0
Non-Economically Disadvantaged	106	2286	41985	100	100	100	511	520	511	2	2	4	31	25	30	67	73	65	NA	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	137	2911	79327	100	98	98	541	548	518	9	7	19	12	10	20	53	56	46	26	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1431	38961	100	98	98	532	548	520	12	6	16	12	9	20	54	57	48	22	28	16
Male	72	1480	40295	100	98	97	550	547	516	6	7	21	13	10	19	51	54	44	31	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	21	493	32327	100	96	98	525	529	499	19	10	27	10	16	25	48	57	41	24	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	108	2129	36373	100	99	98	548	552	538	5	6	10	13	8	14	54	56	52	29	31	25
Students with Disabilities	20	360	9321	100	89	87	477	493	467	45	36	54	25	23	22	25	33	21	5	8	3
Students without Disabilities	117	2551	70006	100	100	100	552	555	524	3	2	14	10	8	19	57	59	49	30	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	33	588	37097	100	95	97	515	527	498	21	12	27	9	18	25	58	54	41	12	17	7
Non-Economically Disadvantaged	104	2323	42230	100	99	99	549	553	535	5	5	11	13	7	15	51	56	50	31	31	24

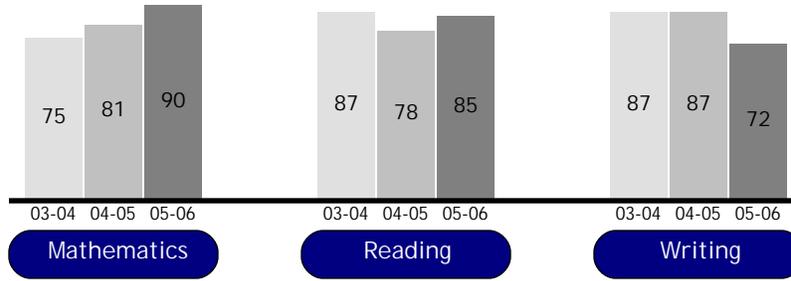
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	2886	79501	100	97	98	521	523	497	3	3	10	11	11	25	77	78	60	9	8	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1426	39062	100	98	99	527	527	502	3	2	8	6	8	23	80	80	64	11	10	5
Male	72	1460	40368	100	97	98	516	518	491	3	3	13	15	13	27	74	77	57	8	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	21	489	32389	100	96	98	505	509	478	14	5	16	14	18	34	62	73	48	10	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	108	2109	36446	100	98	99	527	526	516	1	2	4	8	9	15	81	80	73	10	9	7
Students with Disabilities	20	335	9411	100	83	88	480	480	453	10	16	36	45	35	36	45	48	26	NA	1	1
Students without Disabilities	117	2551	70090	100	100	100	529	528	502	2	1	7	5	8	24	82	82	65	11	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	33	581	37183	100	94	97	503	507	479	6	4	16	24	18	34	64	75	49	6	2	1
Non-Economically Disadvantaged	104	2305	42318	100	98	99	527	527	513	2	2	5	7	9	17	81	79	70	11	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	137	2928	80000	100	99	99	595	588	564	1	1	3	1	5	11	80	75	75	18	19	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1439	39288	100	99	99	603	601	579	2	1	2	NA	2	6	78	73	77	20	25	16
Male	72	1489	40644	100	99	98	588	575	549	1	2	4	1	8	15	82	77	74	15	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	21	499	32672	100	97	99	567	579	548	10	2	4	NA	5	14	86	79	76	5	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	108	2135	36602	100	99	99	602	590	579	NA	1	2	1	5	7	78	74	75	21	20	16
Students with Disabilities	20	378	9919	100	93	93	572	532	505	NA	6	9	NA	25	35	95	66	54	5	3	2
Students without Disabilities	117	2550	70081	100	100	100	599	596	571	2	1	2	1	2	7	78	76	79	20	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	33	599	37534	100	97	98	573	572	547	6	2	4	NA	8	15	82	81	76	12	9	5
Non-Economically Disadvantaged	104	2329	42466	100	99	100	602	592	578	NA	1	2	1	4	7	80	74	75	19	21	16

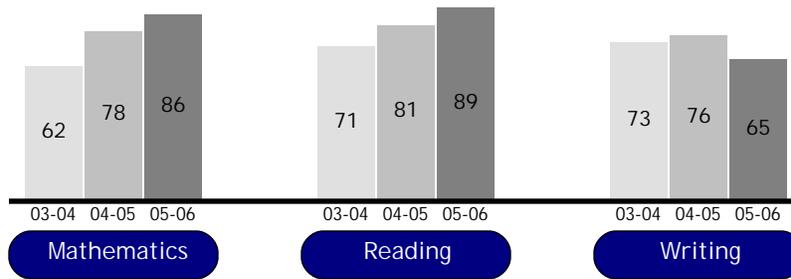
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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	98	69	NA	58	98	58	61	47	98	67	65	46
	Language	97	63	63	50	98	59	60	47	98	76	65	48
	Mathematics	99	75	76	64	98	59	63	50	98	65	65	52
3	Reading	98	70	NA	55	99	54	60	44	97	65	67	46
	Language	98	71	76	61	99	50	57	44	99	58	61	46
	Mathematics	98	66	72	61	99	58	65	51	99	65	68	52
4	Reading	95	62	NA	56	98	58	61	48	99	70	70	52
	Language	98	54	66	52	98	56	60	49	100	67	68	52
	Mathematics	96	58	73	61	98	62	68	53	100	70	73	58
5	Reading	97	68	NA	55	98	58	63	50	100	75	73	56
	Language	99	59	63	49	98	56	62	50	100	72	70	54
	Mathematics	99	79	77	63	99	54	62	49	100	65	67	52
6	Reading	98	67	NA	56	98	64	64	51	100	73	75	56
	Language	98	55	64	48	98	59	62	47	100	67	68	50
	Mathematics	98	77	81	66	98	67	69	52	100	73	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/

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

School Site Council

Council Composition

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

Council Duties

- Ü Safety
- Ü Special Programs
- Ü Calendar Special Items
- Ü Information Processing
- Ü Tutoring
- Ü Tax Credit Information

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	3.00	Teacher Aide	31.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	4	0	0
4 to 6 years	15	8	0	0
7 to 9 years	12	9	0	0
10 or more years	11	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
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 Media Center
- Ü Project/Band Room
- Ü Computer Lab

Extracurricular Activities

- Ü Afterschool City Programs
- Ü Teacher Offered After School Activities
- Ü Afterschool Classes Offered
- Ü Before/After School Care

Social Services

- Ü Parks and Recreation
- Ü VIK Program
- Ü City Pools
- Ü Social Service Support
- Ü Public Libraries

School Achievements/Accomplishments 2005-06

- ü Augusta Ranch continues to be an Accelerated Reading Model School.

- ü Augusta Ranch Continues to be an exemplary Character Counts School

- ü All teachers are trained in implementing the 6 Traits of writing

- ü Grades 3 - 6 have Accelerated Math in addition to a one hour per day Harcourt Math Program

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	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 taught clear expectations for behavior, and teachers follow through with consistency and respect. We integrate positive character traits into our daily curriculum. An anti-bullying program is in place. All 3rd grade students receive Lion's Quest Training. Our recess playground integrates a peaceful playground program. All students and staff are trained in orderly lock-down and evacuation.

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) :

13

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	Susan Kreitzer	(480) 635-2011
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Jack Blanchard	(480) 892-9089
School Nutrition Programs	Deb McCarren	(480) 497-3370
Parent Organization	Debbie Arenz	(480) 635-2011
Student Health/Nurse	Sarah Hughes	(480) 635-2011

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.

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.

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.

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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.