



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4351 S. Ranch House Parkway, Gilbert, AZ 85297

Higley 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)

2004-05	Highly Performing
2003-04	Not Evaluated
2002-03	New School

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

School Overview

Principal/Administrator : Mrs. Cheryl Bromich
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-8
 2005 Enrollment : 1247
 Web Address : www.husd.org
 Phone Number : (480) 279-7600
 Fax Number : (480) 279-7605
 E-mail : cbromich@powerranch.husd.org

Mission

As Power Ranch Panthers, we provide a caring, child-friendly environment where all children have the opportunity to excel in academics and citizenship through meaningful learning experiences.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü We will increase student achievement in reading, writing and mathematics by providing differentiated instruction and enhanced opportunities for individualized attention.
- ü We will integrate curriculum, instructional resources and assessments to provide opportunities for real-world applications and integration of knowledge.
- ü We will develop partnerships and volunteer programs to enhance the learning environment at Power Ranch Elementary.

Enrollment

October 1, 2004 School Year Student Enrollment : 1321
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 76

Instructional Programs

- Standards based assessments
- Individual student tracking
- Computer Lab with academic software
- Accelerated Reader Program
- Gifted Language Arts and Math
- On-Site Special Education
- Honors Courses 6-8

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are committed to providing an academically challenging learning environment in a safe and nurturing community for all students at Power Ranch Elementary. We value our partnership with parents and guardians, and encourage a high level of volunteerism.

Parents

Parents are asked to keep lines of communication open, attend the VIP, volunteer training program and support the innovation and creation of programs to help every child succeed.

Transportation Policy

Higley School District provides bus transportation for students who live one mile or more from the school. Transportation is also provided for students with disabilities whose Individual Education Plans indicates transportation is required.

School Honors

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

Award/Honor	Year
• National Top Scores for Math Olympiad	2004
• Regional Qualifier for Destination Imagination	2004
• John Hopkins University Top Student in Arizona	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	172	562	79306	97	99	99	475	461	445	2	5	10	8	11	18	54	58	51	36	26	20
All Students (Prior Year)	88	424	75509	100	100	100	538	520	521	6	8	13	16	28	23	36	36	33	41	27	31
Female	75	279	38691	96	99	99	474	461	446	2	4	10	9	13	18	55	60	52	35	23	20
Male	97	282	40583	98	100	99	475	461	445	2	6	11	7	9	18	54	57	50	37	28	21
African American	NC	29	4041	NC	100	99	NC	435	426	NC	14	17	NC	23	23	NC	55	50	NC	9	10
Hispanic	20	101	32869	95	98	99	452	445	429	6	11	15	19	16	25	56	57	51	19	16	10
Asian/Pacific Islander	NC	12	1935	NC	100	99	NC	482	474	NC	0	3	NC	0	9	NC	67	48	NC	33	40
American Indian/Alaskan Native	NC	13	4264	NC	100	100	NC	390	419	NC	9	19	NC	36	30	NC	45	45	NC	9	6
White	139	407	36197	97	99	99	478	467	463	2	3	5	7	9	11	54	59	53	38	29	31
Students with Disabilities	13	64	10321	87	100	100	464	415	389	15	27	30	23	24	27	15	37	34	46	13	9
Students without Disabilities	159	498	69060	98	98	98	476	467	454	1	2	7	7	9	17	58	61	54	35	27	22
Limited English Proficient Students	NC	12	15509	NC	100	100	NC	374	406	NC	33	20	NC	33	30	NC	33	45	NC	0	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	11	70	39415	92	91	96	450	444	431	0	8	15	22	20	25	78	58	50	0	13	10
Non-Economically Disadvantaged	161	492	39966	98	100	100	476	463	459	2	5	6	7	10	12	52	58	52	38	27	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	172	562	79395	97	0	99	475	466	446	2	3	9	11	15	25	67	68	55	20	14	11
All Students (Prior Year)	89	424	75492	100	100	100	536	527	519	2	6	12	12	13	16	47	55	47	40	26	24
Female	75	279	38743	96	0	100	481	472	451	3	2	7	6	12	24	65	69	57	26	17	12
Male	97	282	40618	98	0	99	471	460	440	1	4	11	15	18	27	68	67	53	15	11	9
African American	NC	29	4052	NC	0	100	NC	454	434	NC	5	11	NC	27	29	NC	64	54	NC	5	6
Hispanic	20	101	32915	95	0	99	454	452	426	13	8	15	13	24	35	56	60	47	19	9	4
Asian/Pacific Islander	NC	12	1936	NC	0	99	NC	480	468	NC	0	3	NC	17	14	NC	67	63	NC	17	19
American Indian/Alaskan Native	NC	13	4271	NC	0	100	NC	398	420	NC	0	15	NC	36	42	NC	55	41	NC	9	2
White	139	407	36221	97	0	99	479	472	465	0	2	4	11	11	15	67	71	63	21	16	17
Students with Disabilities	13	64	10331	87	0	100	444	420	388	15	17	25	23	32	37	54	46	34	8	5	4
Students without Disabilities	159	498	69139	98	0	99	478	472	454	1	1	7	10	13	24	68	71	58	21	16	11
Limited English Proficient Students	NC	12	15545	NC	0	100	NC	368	399	NC	33	21	NC	33	42	NC	33	35	NC	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	11	70	39484	92	0	96	447	444	429	11	10	14	33	30	35	44	52	47	11	8	4
Non-Economically Disadvantaged	161	492	39986	98	0	100	477	469	461	1	2	4	10	13	16	68	70	63	21	15	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	175	564	78869	99	100	99	487	469	442	3	4	6	8	13	21	65	65	63	25	18	10
All Students (Prior Year)	89	422	75053	100	99	99	663	631	597	3	3	7	6	8	12	69	73	72	22	15	9
Female	78	282	38536	100	100	99	503	486	458	1	3	4	6	9	15	58	63	67	35	25	14
Male	97	281	40302	98	99	99	474	452	428	4	5	8	10	16	26	70	67	60	17	11	7
African American	NC	29	4015	NC	100	99	NC	450	430	NC	9	8	NC	9	24	NC	64	61	NC	18	7
Hispanic	21	102	32606	100	99	98	485	465	426	0	4	8	18	18	27	59	56	60	24	21	5
Asian/Pacific Islander	NC	12	1925	NC	100	99	NC	491	471	NC	0	3	NC	8	11	NC	67	64	NC	25	22
American Indian/Alaskan Native	NC	13	4245	NC	100	100	NC	366	423	NC	18	9	NC	18	26	NC	64	61	NC	0	4
White	141	408	36078	99	100	99	487	473	459	3	3	4	6	11	16	67	67	66	24	18	14
Students with Disabilities	13	63	10246	87	100	100	415	414	367	15	10	18	23	35	39	54	47	40	8	8	4
Students without Disabilities	162	501	68697	100	99	98	493	476	454	1	3	4	6	10	18	66	67	67	26	20	11
Limited English Proficient Students	NC	12	15339	NC	100	100	NC	378	399	NC	8	11	NC	50	31	NC	42	54	NC	0	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	11	70	39106	92	91	95	457	451	427	0	5	8	33	23	28	56	60	59	11	12	5
Non-Economically Disadvantaged	164	494	39837	99	100	100	489	471	457	3	4	4	6	11	14	65	66	67	26	19	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	119	476	78906	89	97	99	536	507	498	3	8	13	4	14	19	49	56	48	44	22	20
All Students (Prior Year)	98	363	76019	100	100	100	519	508	499	7	5	14	23	40	39	22	18	14	47	36	33
Female	57	229	38644	90	97	99	537	509	500	0	6	12	8	15	19	48	57	49	44	22	19
Male	62	246	40236	89	98	99	535	505	497	6	10	15	0	12	19	50	54	46	44	23	20
African American	NC	24	4087	NC	100	99	NC	492	481	NC	13	20	NC	13	24	NC	63	45	NC	13	11
Hispanic	22	109	31938	96	100	99	536	500	481	0	12	19	11	20	25	44	54	46	44	14	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	88	327	36483	87	96	99	536	510	517	3	7	7	3	11	13	52	56	51	43	26	30
Students with Disabilities	NC	50	10664	NC	100	100	NC	416	430	NC	63	42	NC	23	27	NC	15	26	NC	0	5
Students without Disabilities	112	426	68310	90	96	98	540	517	509	1	2	9	2	13	18	50	60	51	47	25	22
Limited English Proficient Students	NC	16	12573	NC	100	100	NC	413	454	NC	21	27	NC	53	30	NC	26	38	NC	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	119	476	40295	90	100	100	536	507	513	3	8	7	4	14	13	49	56	50	44	22	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	475	78908	89	0	99	505	499	484	5	5	10	13	15	23	72	69	58	11	11	9
All Students (Prior Year)	98	364	76020	100	100	100	513	509	503	15	15	25	21	21	23	47	51	40	17	12	12
Female	57	229	38648	90	0	99	511	505	489	4	4	8	10	12	22	71	72	61	15	13	10
Male	62	245	40233	89	0	99	499	493	479	6	6	12	15	19	25	73	67	55	6	9	8
African American	NC	23	4092	NC	0	99	NC	491	473	NC	6	12	NC	19	28	NC	69	54	NC	6	5
Hispanic	22	109	31940	96	0	99	500	492	465	11	8	16	22	23	32	50	63	49	17	7	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	88	327	36502	87	0	99	507	502	502	3	3	4	10	13	14	77	71	67	10	12	15
Students with Disabilities	NC	49	10665	NC	0	100	NC	424	423	NC	33	30	NC	38	36	NC	28	31	NC	3	2
Students without Disabilities	112	426	68312	90	0	98	508	508	493	3	2	7	11	13	21	74	74	62	11	12	10
Limited English Proficient Students	NC	16	12556	NC	0	100	NC	403	436	NC	26	24	NC	42	40	NC	32	35	NC	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	119	475	40315	90	0	100	505	499	498	5	5	5	13	15	15	72	69	66	11	11	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	129	485	78750	97	99	99	519	509	500	4	5	6	21	24	29	70	69	63	5	3	2
All Students (Prior Year)	97	360	75673	100	100	100	558	543	530	6	6	12	19	23	25	71	66	58	4	5	4
Female	62	233	38586	98	98	99	545	528	515	0	3	4	16	14	22	75	78	71	9	5	3
Male	67	251	40135	96	100	99	493	489	486	7	7	8	25	33	35	66	60	56	2	1	1
African American	NC	24	4081	NC	100	99	NC	501	488	NC	6	8	NC	25	32	NC	69	59	NC	0	2
Hispanic	23	110	31841	100	100	99	512	503	483	5	6	8	21	26	36	68	65	55	5	3	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	97	335	36440	96	98	99	522	511	516	4	4	3	19	23	22	72	69	71	6	3	4
Students with Disabilities	NC	49	10622	NC	100	100	NC	414	415	NC	21	21	NC	56	50	NC	23	28	NC	0	1
Students without Disabilities	121	436	68196	98	98	98	523	519	513	4	3	3	18	20	25	72	73	69	6	3	3
Limited English Proficient Students	NC	16	12504	NC	100	100	NC	433	451	NC	0	12	NC	58	44	NC	42	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	129	485	40260	98	100	100	519	509	514	4	5	3	21	24	21	70	69	72	5	3	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	406	78250	93	98	99	557	552	548	13	17	21	14	15	18	61	57	48	13	10	13
All Students (Prior Year)	76	347	75001	100	100	99	477	470	468	27	34	37	36	37	36	30	21	16	7	8	10
Female	48	193	38071	96	99	99	554	555	549	12	14	20	12	14	19	74	64	49	2	8	12
Male	41	213	40126	89	98	99	562	550	547	14	20	23	16	17	17	46	51	46	24	12	14
African American	NC	18	4058	NC	95	99	NC	542	523	NC	30	32	NC	0	22	NC	70	41	NC	0	5
Hispanic	13	84	29129	100	100	99	543	522	527	17	35	32	17	16	23	67	43	40	0	6	6
Asian/Pacific Islander	NC	13	1747	NC	100	100	NC	584	589	NC	9	9	NC	9	9	NC	45	50	NC	36	32
American Indian/Alaskan Native	NC	12	4996	NC	100	100	NC	530	518	NC	38	36	NC	25	25	NC	38	36	NC	0	4
White	69	279	38320	90	97	99	559	562	568	10	11	12	15	16	14	64	62	55	11	11	19
Students with Disabilities	NC	44	9329	NC	100	100	NC	461	454	NC	70	64	NC	22	18	NC	8	16	NC	0	2
Students without Disabilities	83	362	68996	94	98	99	563	563	561	8	11	16	13	15	18	65	63	52	13	11	14
Limited English Proficient Students	--	NC	10133	--	NC	100	--	NC	488	--	NC	45	--	NC	25	--	NC	28	--	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	89	406	44937	93	100	100	557	552	561	13	17	13	14	15	15	61	57	54	13	10	18

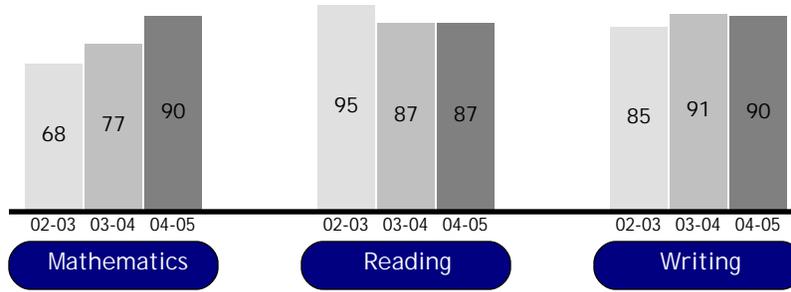
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	406	78302	93	0	99	534	527	512	3	6	11	13	15	25	79	70	57	6	8	7
All Students (Prior Year)	76	348	74918	100	100	99	512	502	497	14	25	32	22	19	19	45	40	35	20	15	15
Female	48	193	38082	96	0	99	538	534	518	0	3	8	9	14	24	86	73	61	5	10	7
Male	41	213	40166	89	0	99	530	521	507	5	9	14	16	17	26	70	68	54	8	6	6
African American	NC	18	4064	NC	0	100	NC	525	498	NC	10	14	NC	30	29	NC	60	54	NC	0	3
Hispanic	13	84	29152	100	0	99	530	498	492	0	12	17	8	27	34	83	57	46	8	4	2
Asian/Pacific Islander	NC	13	1746	NC	0	100	NC	537	542	NC	0	5	NC	9	13	NC	82	66	NC	9	16
American Indian/Alaskan Native	NC	12	4993	NC	0	100	NC	507	484	NC	25	19	NC	13	38	NC	38	42	NC	25	1
White	69	279	38347	90	0	99	535	537	531	3	4	5	11	12	17	80	75	68	5	9	10
Students with Disabilities	NC	44	9353	NC	0	100	NC	449	429	NC	30	40	NC	41	38	NC	30	22	NC	0	1
Students without Disabilities	83	362	69024	94	0	99	537	536	524	1	3	7	11	12	23	81	75	62	7	9	7
Limited English Proficient Students	--	NC	10140	--	NC	100	--	NC	451	--	NC	28	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	89	406	44979	93	0	100	534	527	525	3	6	6	13	15	18	79	70	66	6	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	409	78094	98	99	99	581	571	545	2	1	3	3	8	18	92	88	77	2	2	2
All Students (Prior Year)	75	347	74503	100	100	99	526	512	491	3	6	9	32	26	32	50	59	51	15	8	8
Female	49	193	38025	98	99	99	590	583	558	0	0	2	2	4	13	98	92	82	0	4	2
Male	45	216	40013	98	99	99	572	561	534	5	3	5	5	12	23	86	84	71	5	2	1
African American	NC	18	4037	NC	95	99	NC	561	532	NC	0	4	NC	20	22	NC	80	73	NC	0	1
Hispanic	13	82	29068	100	100	99	581	546	523	0	4	5	0	12	27	100	81	67	0	3	1
Asian/Pacific Islander	NC	13	1743	NC	100	100	NC	592	577	NC	0	2	NC	0	9	NC	100	82	NC	0	8
American Indian/Alaskan Native	NC	12	4981	NC	100	100	NC	559	526	NC	0	4	NC	25	25	NC	75	70	NC	0	0
White	74	284	38265	96	99	99	581	578	564	3	1	2	4	6	11	90	90	84	3	3	3
Students with Disabilities	NC	42	9275	NC	98	100	NC	493	444	NC	6	14	NC	26	46	NC	69	39	NC	0	1
Students without Disabilities	87	367	68892	99	99	98	584	580	559	3	1	2	3	6	14	93	90	82	3	3	2
Limited English Proficient Students	--	NC	10084	--	NC	100	--	NC	474	--	NC	10	--	NC	39	--	NC	50	--	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	94	409	44871	98	100	100	581	571	559	2	1	2	3	8	12	92	88	84	2	2	3

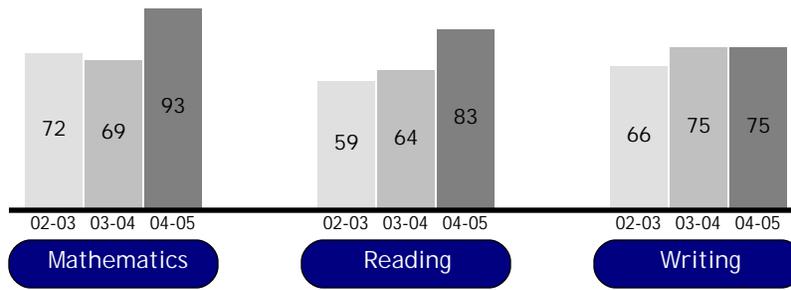
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

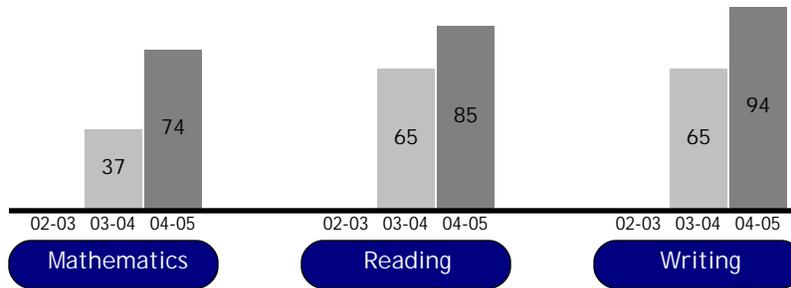
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	98	69	64	50	100	70	NA	58	98	62	57	47
	Language	100	67	57	43	100	59	54	50	98	58	56	47
	Mathematics	100	68	66	57	100	74	62	64	99	61	59	50
3	Reading	100	64	59	47	100	75	NA	55	97	63	57	44
	Language	100	68	63	54	99	77	67	61	97	60	54	44
	Mathematics	100	57	58	54	100	74	61	61	97	68	61	51
4	Reading	100	70	63	52	100	68	NA	56	99	63	59	48
	Language	98	66	58	48	100	62	61	52	99	61	59	49
	Mathematics	100	74	64	57	100	77	71	61	99	67	61	53
5	Reading	94	60	65	50	100	65	NA	55	89	59	58	50
	Language	97	61	63	46	100	63	58	49	89	62	58	50
	Mathematics	97	76	71	57	100	81	71	63	89	67	56	49
6	Reading	100	72	64	53	100	61	NA	56	91	58	60	51
	Language	100	67	56	45	99	57	59	48	91	54	56	47
	Mathematics	100	85	68	62	100	72	72	66	90	61	59	52
7	Reading	--	--	62	51	98	64	NA	54	94	59	60	50
	Language	--	--	68	54	100	64	66	58	94	63	64	52
	Mathematics	--	--	66	58	98	68	61	62	94	60	58	50
8	Reading	--	--	65	53	100	64	NA	55	93	64	60	51
	Language	--	--	64	49	100	64	61	52	93	60	58	50
	Mathematics	--	--	67	58	100	66	66	61	93	59	57	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Advisory council on student achievement
- Ü Character education programs
- Ü Reviewing/implementing program policies
- Ü Reviewing student assessments
- Ü School improvement planning
- Ü Program/partnership development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	71.00
Other Professional Staff	3.00	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	27	6	0	0
4 to 6 years	17	4	0	0
7 to 9 years	9	1	0	0
10 or more years	10	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	44
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multi purpose room and gymnasium
- Ü Media Center
- Ü Two computer Labs & Networked Classrooms

Extracurricular Activities

- Ü 7th/8th Grade Athletic Program
- Ü National Junior Honors Society
- Ü Student Council

Social Services

- Ü Partnership with Power Ranch HOA
- Ü Lunch Program
- Ü Trilogy, Active Adult Community
- Ü Counseling Services
- Ü PTO
- Ü Site Council

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We have successfully opened the doors of the fourth K-8 school in the district. Our current enrollment is 1247 students. Our PTO is supported by a 50 member group and is very active in the developing of the school.

- ü Partnership with ASU East teacher education program as well as many opportunities to create partnerships with other outside agencies.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

Our schoolwide 'Character Counts' program develops skills in respect and responsibility. School safety and climate committees work to improve the school. Our school regularly practices safety procedures and has a district-approved emergency plan.

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) :

4

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	Cheryl Bromich	(480) 279-7600
Transportation Policy	Josh Crosby	(480) 279-7026
Community Resources	Tot Wallace	(480) 279-7001
School Nutrition Programs	Bob Schryver	(480) 279-7320
Parent Organization	Michelle Cabot	(480) 279-7600
Student Health/Nurse	Lora Smith	(480) 279-7615

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 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.

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** Due to booklet size printing, print copies are produced in multiples of 4.