

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

14898 W. Acoma Drive, Surprise, AZ 85379

Dysart 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	Performing
2003-04	Not Evaluated
2002-03	Not Evaluated

(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	Not Evaluated

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 : Mrs. Donna MK Malone
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 990
 Web Address : www.dysart.org
 Phone Number : (623) 523-8300
 Fax Number : (623) 523-8316
 E-mail : dmalone@dysart.org

Mission

We, the stakeholders of the Ashton Ranch School Community will provide a safe, quality, learning environment in which to challenge and inspire our youth. With high personal and academic expectations: we will share unconditional respect and open communication to promote character in our youth; we will value and embrace our diversity; we will offer challenging academic programs with integrated and engaging curriculum. Together our community will collaborate to promote and celebrate learning.

School / Academic Goals

- ü Ashton Ranch will integrate prevention programs to address character development and guide students to be respectful, responsible, and self-motivated.
- ü Ashton Ranch will deliver a strong academic focus with high expectations for all students that is supported by specific goals in reading, writing and mathematics.
- ü Ashton Ranch will provide enrichment before, during and after school interventions and programs to support students in developing their talents their interests.
- ü Ashton Ranch will provide before, during, and after school interventions and programs to support the remedial needs of our students.

Enrollment

October 1, 2004 School Year Student Enrollment : 786
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 74

Instructional Programs

- Ü On-site Special Education Program
- Ü Integrated Instruction
- Ü E.L.
- Ü Literacy Specialist
- Ü Technology Instruction
- Ü Character Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Ashton Ranch has high academic and behavioral standards that guide us in preparing our students for future success. We will work collaboratively to provide high quality educational experiences as we prepare our youth for their future. The Home and School connection is imperative for student success. Communication will consist of a minimum of handbooks, newsletters, web pages, email, phone calls, and conferences. We highly encourage parent involvement!

Parents

Parent involvement is critical to the success of our students. It is paramount for parents to ensure their children receive a good breakfast and arrive at school on time on a regular basis. By providing for regular attendance, nourishment, time, space and support for homework, students are able to maximize their learning. Parents shall be responsible for making sure students come to school ready to learn and support the mission, policies, and practices of our school.

Transportation Policy

Ashton Ranch School provides transportation to Kindergarten students who live beyond one half-mile from school. First through eighth graders are provided bus transportation if they live beyond one mile from the school.

School Honors

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

Award/Honor	Year
Ü 5th grader won 1st place in World Karate Championship	2005
Ü 6th grader won naming contest for Golden Baseball Team	2004
Ü 5 Students won 1st place ribbons at Special Olympics	2004
Ü 8th grader placed 2nd in the Dysart Dist. Spelling Bee	2003

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	120	1328	79306	95	99	99	418	432	445	18	16	10	27	23	18	43	50	51	12	11	20
All Students (Prior Year)	100	1073	75509	100	99	100	509	499	521	16	21	13	34	30	23	26	33	33	24	17	31
Female	62	651	38691	97	98	99	413	430	446	16	17	10	32	24	18	45	50	52	7	9	20
Male	58	677	40583	94	99	99	423	434	445	20	15	11	22	22	18	41	49	50	16	13	21
African American	NC	98	4041	NC	100	99	NC	433	426	NC	13	17	NC	19	23	NC	59	50	NC	9	10
Hispanic	52	563	32869	93	98	99	406	414	429	23	25	15	36	29	25	30	40	51	11	6	10
Asian/Pacific Islander	NC	20	1935	NC	100	99	NC	451	474	NC	0	3	NC	13	9	NC	87	48	NC	0	40
American Indian/Alaskan Native	NC	12	4264	NC	100	100	NC	451	419	NC	0	19	NC	29	30	NC	43	45	NC	29	6
White	57	635	36197	97	100	99	430	448	463	15	9	5	18	17	11	55	57	53	13	17	31
Students with Disabilities	14	154	10321	93	100	100	331	386	389	46	45	30	31	20	27	23	32	34	0	3	9
Students without Disabilities	106	1174	69060	95	98	98	433	438	454	14	12	7	26	23	17	46	52	54	14	13	22
Limited English Proficient Students	23	176	15509	100	99	100	360	387	406	35	40	20	48	32	30	17	27	45	0	1	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	64	698	39415	89	95	96	413	422	431	23	22	15	33	27	25	40	44	50	4	7	10
Non-Economically Disadvantaged	56	630	39966	100	100	100	424	442	459	13	10	6	20	18	12	47	56	52	20	16	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	122	1336	79395	97	0	99	418	436	446	21	12	9	32	31	25	45	52	55	2	5	11
All Students (Prior Year)	100	1073	75492	100	99	100	521	509	519	8	17	12	17	19	16	53	46	47	22	18	24
Female	63	656	38743	98	0	100	418	438	451	22	11	7	31	29	24	44	54	57	2	6	12
Male	59	680	40618	95	0	99	418	434	440	20	12	11	33	33	27	45	50	53	2	5	9
African American	NC	98	4052	NC	0	100	NC	441	434	NC	9	11	NC	25	29	NC	65	54	NC	1	6
Hispanic	54	568	32915	96	0	99	405	417	426	23	17	15	46	41	35	29	39	47	2	2	4
Asian/Pacific Islander	NC	20	1936	NC	0	99	NC	445	468	NC	0	3	NC	33	14	NC	67	63	NC	0	19
American Indian/Alaskan Native	NC	12	4271	NC	0	100	NC	459	420	NC	0	15	NC	29	42	NC	71	41	NC	0	2
White	57	638	36221	97	0	99	430	453	465	20	7	4	20	22	15	58	61	63	3	9	17
Students with Disabilities	15	157	10331	100	0	100	319	389	388	62	29	25	31	45	37	8	25	34	0	1	4
Students without Disabilities	107	1179	69139	96	0	99	434	443	454	15	9	7	32	29	24	51	56	58	2	6	11
Limited English Proficient Students	25	180	15545	100	0	100	357	387	399	33	26	21	63	56	42	4	18	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	66	705	39484	92	0	96	414	425	429	24	17	14	39	38	35	35	43	47	2	3	4
Non-Economically Disadvantaged	56	631	39986	100	0	100	422	449	461	18	6	4	24	24	16	56	61	63	2	9	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	122	1336	78869	97	99	99	397	432	442	17	7	6	26	27	21	53	60	63	4	6	10
All Students (Prior Year)	98	1062	75053	98	98	99	629	574	597	5	10	7	9	12	12	68	72	72	17	6	9
Female	64	659	38536	100	100	99	412	445	458	11	4	4	28	24	15	57	65	67	4	8	14
Male	58	677	40302	94	99	99	384	420	428	23	9	8	23	30	26	50	57	60	4	4	7
African American	NC	98	4015	NC	100	99	NC	451	430	NC	0	8	NC	24	24	NC	69	61	NC	7	7
Hispanic	53	566	32606	95	98	98	371	413	426	23	11	8	33	33	27	42	52	60	2	4	5
Asian/Pacific Islander	NC	20	1925	NC	100	99	NC	445	471	NC	0	3	NC	33	11	NC	60	64	NC	7	22
American Indian/Alaskan Native	NC	12	4245	NC	100	100	NC	469	423	NC	17	9	NC	0	26	NC	67	61	NC	17	4
White	58	640	36078	98	100	99	424	447	459	13	4	4	15	22	16	65	67	66	8	7	14
Students with Disabilities	13	154	10246	87	100	100	297	353	367	33	25	18	33	47	39	33	27	40	0	1	4
Students without Disabilities	109	1182	68697	98	99	98	412	444	454	15	4	4	24	24	18	56	65	67	5	6	11
Limited English Proficient Students	24	178	15339	100	100	100	328	384	399	25	15	11	50	44	31	25	40	54	0	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	66	704	39106	92	96	95	384	422	427	20	9	8	35	32	28	39	55	59	6	4	5
Non-Economically Disadvantaged	56	632	39837	100	100	100	413	444	457	13	4	4	16	22	14	69	66	67	2	7	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	--	78906	97	--	99	474	--	498	25	--	13	26	--	19	41	--	48	9	--	20
All Students (Prior Year)	108	939	76019	99	100	100	471	479	499	26	22	14	46	43	39	12	13	14	15	21	33
Female	52	609	38644	98	100	99	489	487	500	19	18	12	22	22	19	47	49	49	13	10	19
Male	67	--	40236	96	--	99	464	--	497	29	--	15	29	--	19	37	--	46	6	--	20
African American	10	119	4087	91	100	99	464	479	481	17	25	20	33	21	24	50	46	45	0	8	11
Hispanic	49	530	31938	96	99	99	454	468	481	46	29	19	22	26	25	27	40	46	5	5	10
Asian/Pacific Islander	--	34	1805	--	100	98	--	511	536	--	6	5	--	19	8	--	56	45	--	19	42
American Indian/Alaskan Native	NC	--	4593	NC	--	100	NC	--	467	NC	--	26	NC	--	29	NC	--	39	NC	--	6
White	58	606	36483	100	100	99	496	496	517	5	11	7	27	21	13	54	53	51	14	15	30
Students with Disabilities	20	--	10664	95	--	100	421	--	430	79	--	42	7	--	27	14	--	26	0	--	5
Students without Disabilities	99	1153	68310	97	99	98	485	492	509	13	15	9	30	23	18	46	51	51	10	11	22
Limited English Proficient Students	15	133	12573	100	100	100	437	437	454	61	45	27	28	29	30	11	25	38	0	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	64	706	38679	96	98	96	466	473	483	33	27	20	21	26	25	40	40	45	5	7	10
Non-Economically Disadvantaged	55	--	40295	98	--	100	482	--	513	15	--	7	31	--	13	41	--	50	13	--	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	--	78908	97	--	99	467	--	484	19	--	10	35	--	23	44	--	58	2	--	9
All Students (Prior Year)	109	941	76020	100	100	100	496	498	503	35	33	25	25	21	23	34	38	40	5	7	12
Female	52	610	38648	98	0	99	484	482	489	19	12	8	19	23	22	56	59	61	6	6	10
Male	67	--	40233	96	--	99	456	--	479	18	--	12	45	--	25	37	--	55	0	--	8
African American	10	119	4092	91	0	99	464	477	473	0	9	12	67	30	28	33	57	54	0	3	5
Hispanic	49	530	31940	96	0	99	446	460	465	35	22	16	35	31	32	30	44	49	0	3	3
Asian/Pacific Islander	--	34	1805	--	0	98	--	483	507	--	9	4	--	16	13	--	72	65	--	3	18
American Indian/Alaskan Native	NC	--	4569	NC	--	100	NC	--	457	NC	--	18	NC	--	39	NC	--	41	NC	--	2
White	58	606	36502	100	0	99	489	489	502	5	9	4	27	20	14	62	62	67	5	9	15
Students with Disabilities	20	--	10665	95	--	100	433	--	423	36	--	30	57	--	36	7	--	31	0	--	2
Students without Disabilities	99	1153	68312	97	0	98	475	483	493	15	10	7	30	24	21	52	59	62	3	7	10
Limited English Proficient Students	15	133	12556	100	0	100	420	427	436	67	38	24	28	39	40	6	22	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	64	704	38662	96	0	96	457	465	468	29	19	16	33	30	32	36	47	49	2	3	3
Non-Economically Disadvantaged	55	--	40315	98	--	100	478	--	498	8	--	5	36	--	15	54	--	66	3	--	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	119	--	78750	97	--	99	475	--	500	15	--	6	28	--	29	57	--	63	0	--	2
All Students (Prior Year)	109	936	75673	100	99	100	500	508	530	18	15	12	38	32	25	42	50	58	2	3	4
Female	52	609	38586	98	100	99	489	511	515	16	4	4	19	24	22	66	70	71	0	1	3
Male	67	--	40135	96	--	99	467	--	486	14	--	8	35	--	35	51	--	56	0	--	1
African American	11	120	4081	100	100	99	465	494	488	14	9	8	43	27	32	43	64	59	0	0	2
Hispanic	48	524	31841	94	98	99	445	481	483	25	10	8	31	37	36	44	53	55	0	0	1
Asian/Pacific Islander	--	34	1802	--	100	98	--	519	533	--	0	2	--	22	16	--	78	75	--	0	7
American Indian/Alaskan Native	NC	--	4586	NC	--	100	NC	--	481	NC	--	8	NC	--	37	NC	--	54	NC	--	1
White	58	608	36440	100	100	99	505	502	516	5	6	3	24	28	22	70	66	71	0	1	4
Students with Disabilities	20	--	10622	95	--	100	380	--	415	43	--	21	50	--	50	7	--	28	0	--	1
Students without Disabilities	99	1149	68196	97	99	98	495	505	513	9	4	3	24	28	25	67	67	69	0	1	3
Limited English Proficient Students	15	131	12504	100	100	100	402	436	451	50	21	12	17	42	44	33	37	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	64	702	38558	96	97	96	460	479	485	19	10	8	29	38	37	52	52	54	0	0	1
Non-Economically Disadvantaged	55	--	40260	98	--	100	492	--	514	10	--	3	28	--	21	62	--	72	0	--	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	99	--	78250	98	--	99	525	--	548	36	--	21	19	--	18	42	--	48	4	--	13
All Students (Prior Year)	94	833	75001	98	100	99	438	449	468	60	50	37	31	36	36	8	11	16	1	3	10
Female	52	529	38071	98	100	99	534	537	549	29	26	20	17	25	19	50	43	49	4	6	12
Male	47	--	40126	98	--	99	517	--	547	41	--	23	21	--	17	34	--	46	3	--	14
African American	10	102	4058	91	100	99	539	533	523	25	30	32	0	27	22	75	35	41	0	8	5
Hispanic	37	422	29129	100	99	99	511	517	527	56	41	32	12	25	23	28	33	40	4	2	6
Asian/Pacific Islander	NC	31	1747	NC	97	100	NC	563	589	NC	21	9	NC	13	9	NC	50	50	NC	17	32
American Indian/Alaskan Native	NC	15	4996	NC	100	100	NC	538	518	NC	22	36	NC	33	25	NC	33	36	NC	11	4
White	47	--	38320	96	--	99	536	--	568	18	--	12	32	--	14	45	--	55	5	--	19
Students with Disabilities	11	104	9329	100	100	100	491	475	454	75	72	64	25	17	18	0	10	16	0	0	2
Students without Disabilities	88	--	68996	98	--	99	531	--	561	29	--	16	18	--	18	49	--	52	4	--	14
Limited English Proficient Students	10	110	10133	100	100	100	497	487	488	64	59	45	21	25	25	14	15	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	53	562	33388	95	97	94	514	522	530	48	37	32	21	25	22	28	35	40	3	3	5
Non-Economically Disadvantaged	46	--	44937	100	--	100	537	--	561	21	--	13	17	--	15	58	--	54	4	--	18

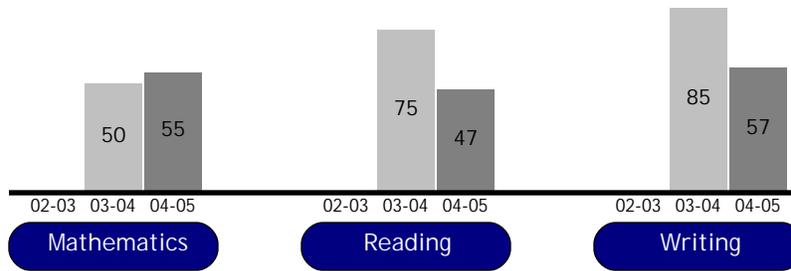
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	--	78302	98	--	99	491	--	512	19	--	11	42	--	25	38	--	57	2	--	7
All Students (Prior Year)	95	831	74918	99	99	99	486	487	497	44	38	32	17	19	19	26	33	35	13	10	15
Female	52	530	38082	98	0	99	498	508	518	17	11	8	42	32	24	42	54	61	0	3	7
Male	47	--	40166	98	--	99	486	--	507	21	--	14	41	--	26	34	--	54	3	--	6
African American	10	102	4064	91	0	100	523	512	498	0	11	14	25	31	29	75	51	54	0	7	3
Hispanic	37	427	29152	100	0	99	478	488	492	24	18	17	44	42	34	32	39	46	0	1	2
Asian/Pacific Islander	NC	31	1746	NC	0	100	NC	541	542	NC	0	5	NC	21	13	NC	63	66	NC	17	16
American Indian/Alaskan Native	NC	15	4993	NC	0	100	NC	509	484	NC	11	19	NC	33	38	NC	44	42	NC	11	1
White	47	--	38347	96	--	99	499	--	531	18	--	5	41	--	17	36	--	68	5	--	10
Students with Disabilities	11	105	9353	100	0	100	456	447	429	63	48	40	25	34	38	13	19	22	0	0	1
Students without Disabilities	88	--	69024	98	--	99	498	--	524	11	--	7	44	--	23	42	--	62	2	--	7
Limited English Proficient Students	10	110	10140	100	0	100	465	456	451	29	31	28	64	55	43	7	15	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	53	564	33398	95	0	94	480	493	495	28	17	18	41	39	35	31	42	46	0	2	2
Non-Economically Disadvantaged	46	--	44979	100	--	100	505	--	525	8	--	6	42	--	18	46	--	66	4	--	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	99	--	78094	98	--	99	543	--	545	0	--	3	28	--	18	72	--	77	0	--	2
All Students (Prior Year)	95	828	74503	99	99	99	503	486	491	7	9	9	25	33	32	63	52	51	5	6	8
Female	53	530	38025	100	100	99	552	552	558	0	2	2	25	17	13	75	80	82	0	1	2
Male	46	--	40013	96	--	99	535	--	534	0	--	5	31	--	23	69	--	71	0	--	1
African American	10	102	4037	91	100	99	559	553	532	0	4	4	25	15	22	75	79	73	0	1	1
Hispanic	36	422	29068	97	99	99	524	528	523	0	4	5	44	27	27	56	69	67	0	0	1
Asian/Pacific Islander	NC	31	1743	NC	97	100	NC	574	577	NC	0	2	NC	21	9	NC	75	82	NC	4	8
American Indian/Alaskan Native	NC	15	4981	NC	100	100	NC	520	526	NC	0	4	NC	44	25	NC	56	70	NC	0	0
White	48	--	38265	98	--	99	562	--	564	0	--	2	9	--	11	91	--	84	0	--	3
Students with Disabilities	11	103	9275	100	100	100	526	465	444	0	14	14	38	51	46	63	35	39	0	0	1
Students without Disabilities	88	--	68892	98	--	98	546	--	559	0	--	2	27	--	14	73	--	82	0	--	2
Limited English Proficient Students	NC	106	10084	NC	98	100	NC	490	474	NC	6	10	NC	47	39	NC	47	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	53	560	33296	95	97	94	529	532	527	0	4	5	41	27	27	59	69	67	0	0	0
Non-Economically Disadvantaged	46	--	44871	100	--	100	560	--	559	0	--	2	13	--	12	88	--	84	0	--	3

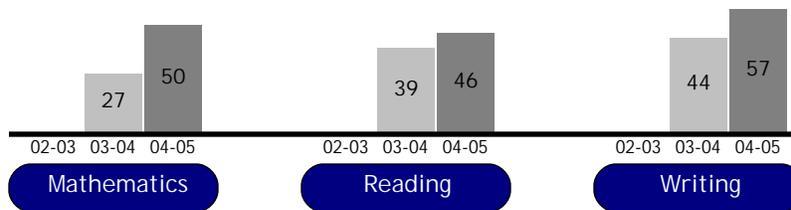
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

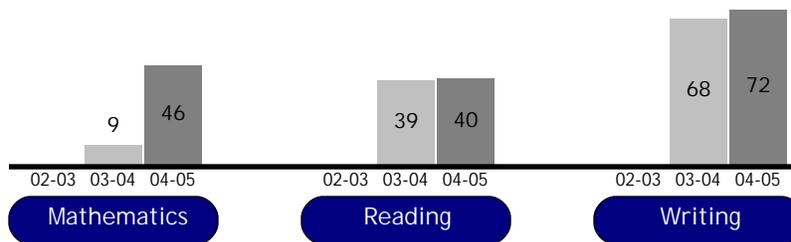
3rd Grade Proficiency



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?	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	--	--	42	50	89	52	NA	58	97	46	--	47
	Language	--	--	33	43	95	35	35	50	97	44	--	47
	Mathematics	--	--	37	57	98	45	44	64	96	53	--	50
3	Reading	--	--	35	47	89	46	NA	55	95	38	--	44
	Language	--	--	42	54	97	52	50	61	95	39	--	44
	Mathematics	--	--	39	54	96	43	47	61	94	45	--	51
4	Reading	--	--	43	52	95	37	NA	56	96	46	--	48
	Language	--	--	42	48	97	35	41	52	96	49	--	49
	Mathematics	--	--	46	57	96	39	47	61	96	49	--	53
5	Reading	--	--	40	50	100	40	NA	55	97	44	--	50
	Language	--	--	34	46	100	34	39	49	97	43	--	50
	Mathematics	--	--	43	57	100	39	49	63	97	38	--	49
6	Reading	--	--	40	53	94	44	NA	56	100	47	--	51
	Language	--	--	34	45	93	37	36	48	100	47	--	47
	Mathematics	--	--	47	62	94	48	52	66	99	45	--	52
7	Reading	--	--	42	51	92	38	NA	54	100	39	--	50
	Language	--	--	47	54	93	36	44	58	100	42	--	52
	Mathematics	--	--	45	58	91	45	46	62	100	38	--	50
8	Reading	--	--	41	53	95	48	NA	55	98	44	--	51
	Language	--	--	35	49	95	38	40	52	98	45	--	50
	Mathematics	--	--	42	58	95	43	48	61	98	44	--	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."

Ashton Ranch Elementary School

School Site Council

Council Composition

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

Council Duties

- Ü Academic Improvement
- Ü Safety
- Ü Prevention
- Ü Parent and Community Relations
- Ü Data Based Decision Making
- Ü Clear and Focused Mission

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	50.50
Other Professional Staff	2.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	2	0	0
4 to 6 years	8	6	0	0
7 to 9 years	2	1	0	0
10 or more years	9	9	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	299
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Gymnasium
- Ü Media Center
- Ü Multi-Purpose Room with open stage

Extracurricular Activities

- Ü 7th and 8th Grade Competitive Athletics
- Ü NJHS
- Ü Student Council
- Ü Art Club
- Ü Computer Club
- Ü Stock Market Simulation Club
- Ü School Newspaper
- Ü Geography Club

Social Services

- Ü Social Worker
- Ü Prevention Programs
- Ü Free and Reduced Meal Program
- Ü Before and After School Day care
- Ü Counselor
- Ü Health Services

School Achievements/Accomplishments 2004-05

- ü All the Ashton Ranch Career Ladder teachers achieved their goals for the 2004-05 school year.

- ü Ashton Ranch made AYP in 2004-2005.

- ü Ashton Ranch was awarded a \$1000 grant to support our literacy programs in 2004 and 2005.

- ü Ashton Ranch received an award for raising the most funds of any school for Special Olympics.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	72	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	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

Ashton Ranch has developed an Emergency Preparedness Plan. Monthly drills are conducted to ensure efficient responses to emergencies. Implementation of a Character Education Program, the Olweus Bully Prevention Program, a school wide discipline program, and Kids At Hope will assist students in making safe and responsible choices. The district office has an anonymous hotline that allows students/parents to report bullying and other potentially harmful situations. The number is 623-876-7009.

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) :

5

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	Donna MK Malone	(623) 523-8300
Transportation Policy	Vern Wolfley	(623) 876-7052
Community Resources	Maria Ruiz	(623) 876-7066
School Nutrition Programs	Kenny Alexander	(623) 876-7075
Parent Organization	Cheryl Douglas	(623) 523-8300
Student Health/Nurse	Robin O'Rourke	(623) 523-8304

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.