

Ashton Ranch Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

14898 West Acoma, 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 *

Not Evaluated**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Not Evaluated

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Donna MK Malone
Schedule : 7:15 AM to 3:15 PM
Grades : K-8
2003 Enrollment : 980
Web Address :
Phone Number : (623) 523-8300
Fax Number : (623) 523-8316
E-mail : dmalone@dysart.org

Mission

The stakeholders of the Ashton Ranch Community will empower all our students to be contributing members of the future society that awaits them.

School / Academic Goals

- ü One academic goal here at Ashton Ranch Elementary School is to increase the percentage of students at each grade level who demonstrate proficiency in reading.
- ü Another academic goal at Ashton Ranch Elementary School is to increase the percentage of students who demonstrate proficiency in writing.

Instructional Programs

- ü On-site Special Education Program
- ü Integrated Instruction
- ü Kids At Hope
- ü Character Education

Enrollment

October 1, 2002 School Year Student Enrollment : N/A
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 43

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 0 minutes
First Day of School : 8/11/2003
Last Day of School : 6/1/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 2 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 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	3.50	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	5	0	1
4 to 6 years	3	3	0	0
7 to 9 years	4	4	0	3
10 or more years	4	7	0	1

Shared Responsibilities

School

Ashton Ranch has high academic and behavioral standards that guide us in preparing our students for future success. Communication is imperative and will consist of handbooks, newsletters, phone calls, and conferences. We welcome parent involvement!

Parents

Parent involvement is critical to the success of our students. By providing for regular attendance, nourishment, time, space and support for homework, students are able to maximize their learning. The impact of parent involvement is significant.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Gymnasium

Extracurricular Activities

- ü 7th and 8th Grade Interschool Athletics
- ü NJHS
- ü Student Council
- ü After School Programs

Social Services

- ü Outreach Specialist
- ü Prevention Programs
- ü Free and Reduced Meal Program
- ü Southwest Behavioral Services

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.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

New School - No Data Available

School Honors

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

New School - No Data Available

Student Activity Rates for School Year 2002-03

New School - No Data Available

Measure of Academic Progress

New School - No Data Available

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

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	--	911	75372	--	101	101	--	497	523	--	19	9	--	35	25	--	31	36	--	15	30
All Students (Prior Year)	--	638	70809	--	NA	NA	--	498	518	--	17	11	--	33	27	--	33	35	--	16	27
Female	--	417	36901	--	99	101	--	494	524	--	19	8	--	37	25	--	30	36	--	13	31
Male	--	490	38385	--	102	101	--	499	523	--	19	9	--	34	24	--	32	36	--	16	30
African American	--	77	3589	--	97	96	--	482	501	--	30	18	--	38	33	--	21	33	--	11	16
Hispanic	--	408	29103	--	100	99	--	484	510	--	25	12	--	42	31	--	23	36	--	10	20
Asian/Pacific Islander	--	18	1574	--	106	96	--	519	549	--	6	3	--	19	14	--	63	34	--	13	48
American Indian/Alaskan Native	--	12	5086	--	100	114	--	499	491	--	8	22	--	50	38	--	25	28	--	17	12
White	--	375	34597	--	98	98	--	511	535	--	11	4	--	30	20	--	39	38	--	20	38
Students with Disabilities	--	72	8057	--	75	99	--	439	496	--	67	23	--	33	31	--	0	28	--	0	17
Students without Disabilities	--	839	67315	--	104	101	--	497	525	--	18	8	--	35	24	--	32	37	--	15	31
Limited English Proficient Students	--	167	16925	--	94	112	--	462	482	--	41	27	--	41	40	--	11	26	--	7	7
Migrant Students	--	22	869				--	448	501	--	62	17	--	31	30	--	0	39	--	8	14
Economically Disadvantaged	--	176	26325				--	472	504	--	33	15	--	41	34	--	21	33	--	6	18
Non-Economically Disadvantaged	--	735	49047				--	502	530	--	16	6	--	34	21	--	33	37	--	17	35

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	--	899	75221	--	100	101	--	507	523	--	17	8	--	23	16	--	50	56	--	10	21
All Students (Prior Year)	--	637	70860	--	NA	NA	--	516	524	--	14	9	--	20	17	--	44	45	--	22	30
Female	--	413	36833	--	98	100	--	509	526	--	14	6	--	25	15	--	50	56	--	11	23
Male	--	484	38319	--	101	101	--	505	520	--	19	9	--	21	17	--	49	56	--	10	18
African American	--	76	3597	--	96	97	--	499	510	--	23	14	--	23	22	--	52	53	--	3	11
Hispanic	--	402	29019	--	98	99	--	499	513	--	24	12	--	27	21	--	40	55	--	9	13
Asian/Pacific Islander	--	18	1572	--	106	95	--	514	536	--	0	2	--	19	9	--	81	57	--	0	31
American Indian/Alaskan Native	--	13	5071	--	108	114	--	500	502	--	17	20	--	42	27	--	25	46	--	17	8
White	--	360	34543	--	94	97	--	516	531	--	9	4	--	18	12	--	58	58	--	14	26
Students with Disabilities	--	65	8006	--	68	99	--	475	505	--	50	22	--	50	23	--	0	42	--	0	13
Students without Disabilities	--	834	67215	--	104	101	--	507	524	--	17	7	--	23	16	--	50	56	--	10	21
Limited English Proficient Students	--	161	16853	--	90	112	--	479	489	--	38	29	--	46	36	--	13	32	--	2	3
Migrant Students	--	22	866				--	470	503	--	58	19	--	25	23	--	17	49	--	0	8
Economically Disadvantaged	--	175	26256				--	491	509	--	29	14	--	33	24	--	33	51	--	5	11
Non-Economically Disadvantaged	--	724	48965				--	510	528	--	14	5	--	21	13	--	54	58	--	11	24

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	--	863	73654	--	96	99	--	512	530	--	18	9	--	21	13	--	59	70	--	2	7
All Students (Prior Year)	--	612	68592	--	NA	NA	--	530	542	--	13	9	--	15	12	--	59	63	--	13	16
Female	--	403	36239	--	96	99	--	517	537	--	15	7	--	20	11	--	60	72	--	4	10
Male	--	458	37301	--	95	98	--	507	523	--	20	12	--	21	15	--	58	68	--	1	5
African American	--	76	3488	--	96	94	--	510	515	--	21	16	--	21	18	--	54	62	--	4	4
Hispanic	--	394	28348	--	96	96	--	501	520	--	26	13	--	22	17	--	51	65	--	1	5
Asian/Pacific Islander	--	18	1558	--	106	95	--	539	547	--	0	3	--	19	8	--	81	76	--	0	13
American Indian/Alaskan Native	--	13	4947	--	108	111	--	496	507	--	25	22	--	25	22	--	50	53	--	0	3
White	--	349	33924	--	91	96	--	521	537	--	11	5	--	19	10	--	66	75	--	4	9
Students with Disabilities	--	59	7306	--	61	90	--	505	506	--	0	24	--	0	20	--	100	52	--	0	4
Students without Disabilities	--	804	66348	--	100	100	--	512	531	--	18	8	--	21	13	--	59	71	--	2	8
Limited English Proficient Students	--	155	16422	--	87	109	--	482	495	--	38	30	--	26	27	--	36	43	--	0	0
Migrant Students	--	24	849				--	466	511	--	67	19	--	7	22	--	27	56	--	0	4
Economically Disadvantaged	--	169	25711				--	492	514	--	33	16	--	23	19	--	44	61	--	0	3
Non-Economically Disadvantaged	--	694	47943				--	516	535	--	15	7	--	20	11	--	62	74	--	3	9

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	--	855	76230	--	105	101	--	470	498	--	26	12	--	47	38	--	11	12	--	17	37
All Students (Prior Year)	--	633	72888	--	NA	NA	--	475	494	--	23	14	--	42	40	--	12	12	--	24	34
Female	--	419	37247	--	104	100	--	472	500	--	21	11	--	52	40	--	11	13	--	15	37
Male	--	429	38725	--	104	101	--	468	497	--	30	14	--	42	37	--	10	12	--	18	37
African American	--	68	3594	--	94	96	--	469	476	--	24	22	--	47	46	--	13	11	--	16	21
Hispanic	--	348	28100	--	99	98	--	459	482	--	34	18	--	49	47	--	7	11	--	9	24
Asian/Pacific Islander	--	14	1447	--	108	95	--	493	527	--	14	5	--	36	26	--	36	11	--	14	58
American Indian/Alaskan Native	--	NC	5292	--	NC	113	--	NC	463	--	NC	31	--	NC	47	--	NC	8	--	NC	14
White	--	369	35389	--	99	96	--	483	514	--	14	6	--	50	32	--	14	14	--	23	48
Students with Disabilities	--	72	9022	--	73	105	--	451	465	--	40	31	--	47	43	--	7	8	--	7	17
Students without Disabilities	--	783	67208	--	109	100	--	470	500	--	26	12	--	47	38	--	11	12	--	17	38
Limited English Proficient Students	--	166	14826	--	101	113	--	443	460	--	45	31	--	46	51	--	3	8	--	6	10
Migrant Students	--	13	837				--	459	478	--	38	19	--	38	51	--	13	8	--	13	21
Economically Disadvantaged	--	173	25037				--	450	477	--	40	21	--	48	47	--	6	11	--	7	21
Non-Economically Disadvantaged	--	682	51193				--	474	507	--	23	9	--	47	35	--	12	13	--	19	43

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	--	847	76202	--	104	101	--	499	505	--	28	19	--	28	24	--	37	46	--	7	11
All Students (Prior Year)	--	624	72779	--	NA	NA	--	494	505	--	34	21	--	21	20	--	37	43	--	7	15
Female	--	415	37231	--	103	100	--	500	507	--	22	16	--	31	24	--	40	48	--	7	13
Male	--	426	38718	--	103	101	--	498	503	--	34	22	--	26	24	--	33	44	--	6	10
African American	--	69	3600	--	96	97	--	494	497	--	27	28	--	35	29	--	37	39	--	2	5
Hispanic	--	345	28090	--	98	98	--	491	497	--	38	28	--	32	30	--	27	37	--	4	5
Asian/Pacific Islander	--	14	1443	--	108	95	--	516	515	--	0	9	--	43	19	--	50	53	--	7	19
American Indian/Alaskan Native	--	NC	5311	--	NC	113	--	NC	491	--	NC	38	--	NC	31	--	NC	28	--	NC	3
White	--	363	35371	--	98	96	--	505	512	--	19	10	--	26	20	--	45	54	--	10	16
Students with Disabilities	--	75	9097	--	77	106	--	489	493	--	38	39	--	38	27	--	25	29	--	0	5
Students without Disabilities	--	772	67105	--	108	100	--	499	506	--	28	18	--	28	24	--	37	47	--	7	12
Limited English Proficient Students	--	163	14780	--	99	113	--	483	486	--	59	50	--	27	32	--	11	18	--	3	1
Migrant Students	--	12	832				--	493	492	--	43	36	--	14	31	--	43	31	--	0	3
Economically Disadvantaged	--	171	24961				--	489	495	--	42	32	--	33	30	--	21	34	--	3	4
Non-Economically Disadvantaged	--	676	51241				--	501	509	--	25	14	--	28	22	--	40	51	--	7	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	--	812	74692	--	100	99	--	482	502	--	29	18	--	32	27	--	36	47	--	3	8
All Students (Prior Year)	--	609	70710	--	NA	NA	--	488	512	--	30	17	--	28	26	--	34	42	--	8	16
Female	--	406	36710	--	100	99	--	491	509	--	21	14	--	34	26	--	41	50	--	4	10
Male	--	401	37742	--	97	98	--	473	495	--	36	22	--	31	28	--	31	44	--	2	6
African American	--	68	3516	--	94	94	--	483	487	--	22	26	--	39	31	--	37	39	--	2	4
Hispanic	--	337	27492	--	96	96	--	467	486	--	41	27	--	33	32	--	25	38	--	2	4
Asian/Pacific Islander	--	14	1428	--	108	94	--	501	528	--	7	8	--	57	20	--	21	54	--	14	18
American Indian/Alaskan Native	--	NC	5166	--	NC	110	--	NC	470	--	NC	39	--	NC	32	--	NC	27	--	NC	2
White	--	357	34785	--	96	94	--	494	517	--	19	10	--	32	23	--	46	56	--	3	11
Students with Disabilities	--	72	8428	--	73	98	--	452	472	--	50	38	--	38	30	--	13	29	--	0	3
Students without Disabilities	--	740	66264	--	103	99	--	482	503	--	29	17	--	32	27	--	37	48	--	3	8
Limited English Proficient Students	--	161	14363	--	98	109	--	444	459	--	61	47	--	33	34	--	6	19	--	0	1
Migrant Students	--	12	814				--	476	475	--	29	33	--	29	37	--	43	27	--	0	2
Economically Disadvantaged	--	163	24507				--	462	480	--	44	31	--	33	33	--	21	33	--	2	3
Non-Economically Disadvantaged	--	649	50185				--	486	511	--	26	13	--	32	24	--	39	53	--	3	10

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	--	651	71167	--	99	99	--	441	463	--	57	38	--	34	41	--	8	14	--	1	7
All Students (Prior Year)	--	519	66213	--	NA	NA	--	434	459	--	58	39	--	35	40	--	5	14	--	2	7
Female	--	332	34825	--	100	99	--	445	462	--	53	38	--	38	42	--	8	14	--	1	6
Male	--	313	36047	--	96	99	--	437	464	--	60	38	--	31	39	--	7	15	--	2	8
African American	--	49	3225	--	96	95	--	432	441	--	65	57	--	33	34	--	2	6	--	0	2
Hispanic	--	299	23643	--	95	97	--	430	445	--	68	53	--	28	37	--	4	8	--	0	2
Asian/Pacific Islander	--	10	1503	--	100	100	--	489	493	--	13	18	--	25	40	--	50	23	--	13	19
American Indian/Alaskan Native	--	NC	5161	--	NC	103	--	NC	435	--	NC	63	--	NC	30	--	NC	5	--	NC	2
White	--	261	35245	--	96	95	--	455	476	--	43	26	--	43	45	--	11	19	--	2	10
Students with Disabilities	--	53	8095	--	73	104	--	408	426	--	86	69	--	14	25	--	0	5	--	0	1
Students without Disabilities	--	598	63072	--	102	99	--	442	464	--	56	37	--	35	41	--	8	15	--	1	7
Limited English Proficient Students	--	111	10317	--	94	111	--	412	426	--	85	72	--	15	25	--	0	2	--	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	131	17057				--	417	440	--	80	58	--	19	34	--	1	6	--	0	2
Non-Economically Disadvantaged	--	520	54110				--	447	468	--	52	33	--	38	43	--	9	16	--	2	8

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	--	648	71100	--	99	99	--	487	502	--	35	25	--	26	21	--	33	40	--	7	15
All Students (Prior Year)	--	519	66144	--	NA	NA	--	492	504	--	34	24	--	24	20	--	32	40	--	10	16
Female	--	332	34801	--	100	99	--	493	505	--	28	21	--	29	22	--	35	42	--	8	15
Male	--	314	36010	--	97	99	--	480	499	--	43	28	--	23	20	--	29	38	--	5	14
African American	--	49	3219	--	96	95	--	484	486	--	42	38	--	18	24	--	38	31	--	2	7
Hispanic	--	300	23630	--	96	96	--	476	485	--	44	37	--	28	25	--	25	32	--	3	6
Asian/Pacific Islander	--	11	1509	--	110	100	--	520	522	--	11	12	--	0	14	--	78	46	--	11	28
American Indian/Alaskan Native	--	NC	5144	--	NC	102	--	NC	478	--	NC	46	--	NC	24	--	NC	25	--	NC	5
White	--	260	35198	--	95	95	--	498	515	--	23	15	--	27	18	--	39	47	--	11	21
Students with Disabilities	--	60	8121	--	82	105	--	430	470	--	100	55	--	0	20	--	0	21	--	0	4
Students without Disabilities	--	588	62979	--	101	99	--	487	503	--	34	23	--	26	21	--	33	41	--	7	15
Limited English Proficient Students	--	112	10304	--	95	110	--	456	462	--	73	63	--	20	23	--	7	13	--	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	130	17040				--	467	483	--	53	40	--	30	25	--	16	29	--	1	6
Non-Economically Disadvantaged	--	518	54060				--	492	507	--	30	20	--	25	20	--	36	43	--	8	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	--	630	69001	--	96	96	--	473	490	--	28	17	--	44	37	--	28	45	--	0	1
All Students (Prior Year)	--	490	63579	--	NA	NA	--	477	493	--	25	15	--	49	42	--	26	41	--	0	2
Female	--	327	34086	--	98	97	--	482	496	--	21	13	--	42	36	--	36	51	--	0	1
Male	--	298	34644	--	92	95	--	463	484	--	35	22	--	46	39	--	19	38	--	0	0
African American	--	48	3115	--	94	92	--	474	478	--	20	25	--	52	44	--	27	31	--	0	0
Hispanic	--	289	22656	--	92	92	--	464	476	--	39	27	--	39	43	--	22	30	--	0	0
Asian/Pacific Islander	--	11	1472	--	110	98	--	511	507	--	11	8	--	22	30	--	67	60	--	0	2
American Indian/Alaskan Native	--	NC	4940	--	NC	98	--	NC	469	--	NC	34	--	NC	43	--	NC	23	--	NC	0
White	--	255	34501	--	93	93	--	483	500	--	16	10	--	47	34	--	36	55	--	0	1
Students with Disabilities	--	57	7386	--	78	95	--	427	459	--	86	46	--	14	37	--	0	17	--	0	0
Students without Disabilities	--	573	61615	--	98	97	--	474	491	--	27	16	--	44	37	--	29	45	--	0	1
Limited English Proficient Students	--	110	9662	--	93	104	--	440	454	--	67	51	--	30	40	--	4	9	--	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	125	16383				--	449	472	--	54	30	--	35	43	--	11	26	--	0	0
Non-Economically Disadvantaged	--	505	52618				--	479	494	--	22	14	--	45	36	--	32	49	--	0	1

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

No AIMS test data found for this school.

The AIMS is administered only to Grades 3,5,8,10.

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 2002-03

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?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	43	53	--	--	32	44	--	--	42	50
	Language	--	--	36	45	--	--	27	39	--	--	33	43
	Mathematics	--	--	44	56	--	--	40	52	--	--	37	57
3	Reading	--	--	41	50	--	--	38	43	--	--	35	47
	Language	--	--	50	55	--	--	47	50	--	--	42	54
	Mathematics	--	--	41	53	--	--	42	50	--	--	39	54
4	Reading	--	--	47	55	--	--	36	47	--	--	43	52
	Language	--	--	44	50	--	--	37	45	--	--	42	48
	Mathematics	--	--	52	56	--	--	41	52	--	--	46	57
5	Reading	--	--	42	51	--	--	36	46	--	--	40	50
	Language	--	--	36	46	--	--	33	43	--	--	34	46
	Mathematics	--	--	46	56	--	--	46	54	--	--	43	57
6	Reading	--	--	38	54	--	--	40	49	--	--	40	53
	Language	--	--	30	46	--	--	32	42	--	--	34	45
	Mathematics	--	--	44	61	--	--	48	58	--	--	47	62
7	Reading	--	--	37	53	--	--	35	48	--	--	42	51
	Language	--	--	42	55	--	--	35	51	--	--	47	54
	Mathematics	--	--	39	57	--	--	40	54	--	--	45	58
8	Reading	--	--	40	55	--	--	36	49	--	--	41	53
	Language	--	--	34	50	--	--	33	46	--	--	35	49
	Mathematics	--	--	43	57	--	--	40	54	--	--	42	58

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 Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Ashton Ranch has developed an Emergency Preparedness Plan. Monthly drills will be conducted to ensure efficient responses to emergencies. A Character Education Program and Kids at Hope will assist students in making safe and responsible choices.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

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	Michael Lozano	(623) 876-7075
Parent Organization	Stacey Jeffrey	(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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards