

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

11800 West Thompson Ranch Road, El Mirage, AZ 85335

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

(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	N/A
2002-03	N/A

#### 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 : Mr. Ruben Ruiz  
 Schedule : 08:15 AM to 04:45 PM  
 Grades : K-8  
 2005 Enrollment : 948  
 Web Address : dysart.org  
 Phone Number : (623) 523-8400  
 Fax Number : (623) 523-8408  
 E-mail : ruruiz@dysart.org

### Mission

Thompson Ranch provides a strong social and academic learning environment with clear expectations for everyone involved in the education process. We communicate effectively to establish a challenging, rewarding and dynamic learning community that promotes student achievement. Students become self-disciplined, eager learners and future leaders. All students want to come to school and succeed every day because of our unified efforts as educators.

### School / Academic Goals

- ü The Reading goal is an 8% increase of students reading at or above grade level as determined by the AIMS/Terra Nova test results.
- ü The Writing goal is a 10% increase for Thompson Ranch students on Meet or Exceeds the standards on the AIMS Test scores and a 4% decrease on students falls far below.
- ü Increase Parent Involvement at Thompson Ranch through monthly family academic nights.

### Enrollment

October 1, 2004 School Year Student Enrollment : 899  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 55

Instructional Programs

ü Success For All

Calendar Information

Number of Instruction Days :	179
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

The school provides a safe, orderly environment for children to learn. Teachers provide a safe classroom environment where students feel comfortable taking risks in their learning. Teachers are required to prepare lessons and turn them in to administration. On going training on aligning curriculum to the state standards is taking place during the professional development days.

Parents

Parents are responsible to ensure their child arrives to school each day, on time and prepared to learn. This includes good attendance and following proper uniform procedures. Parents are required to sign parent signatures indicating that their child read each night.

Transportation Policy

It is expected that students follow all bus rules and safety compliances.

School Honors

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

Award/Honor	Year
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3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	1328	79306	98	99	99	417	432	445	20	16	10	33	23	18	43	50	51	5	11	20
All Students (Prior Year)	--	1073	75509	--	99	100	--	499	521	--	21	13	--	30	23	--	33	33	--	17	31
Female	62	651	38691	97	98	99	415	430	446	20	17	10	33	24	18	45	50	52	3	9	20
Male	62	677	40583	98	99	99	418	434	445	19	15	11	34	22	18	40	49	50	6	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	81	563	32869	95	98	99	413	414	429	21	25	15	38	29	25	38	40	51	3	6	10
Asian/Pacific Islander	--	20	1935	--	100	99	--	451	474	--	0	3	--	13	9	--	87	48	--	0	40
American Indian/Alaskan Native	--	12	4264	--	100	100	--	451	419	--	0	19	--	29	30	--	43	45	--	29	6
White	36	635	36197	100	100	99	426	448	463	19	9	5	19	17	11	52	57	53	10	17	31
Students with Disabilities	21	154	10321	100	100	100	390	386	389	39	45	30	39	20	27	22	32	34	0	3	9
Students without Disabilities	103	1174	69060	94	98	98	424	438	454	14	12	7	32	23	17	48	52	54	6	13	22
Limited English Proficient Students	24	176	15509	96	99	100	401	387	406	39	40	20	30	32	30	30	27	45	0	1	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	100	698	39415	95	95	96	416	422	431	18	22	15	37	27	25	43	44	50	3	7	10
Non-Economically Disadvantaged	24	630	39966	100	100	100	420	442	459	26	10	6	21	18	12	42	56	52	11	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	125	1336	79395	98	0	99	416	436	446	22	12	9	39	31	25	38	52	55	2	5	11
All Students (Prior Year)	--	1073	75492	--	99	100	--	509	519	--	17	12	--	19	16	--	46	47	--	18	24
Female	62	656	38743	97	0	100	416	438	451	20	11	7	40	29	24	35	54	57	5	6	12
Male	63	680	40618	100	0	99	415	434	440	23	12	11	38	33	27	40	50	53	0	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	82	568	32915	96	0	99	408	417	426	25	17	15	44	41	35	31	39	47	0	2	4
Asian/Pacific Islander	--	20	1936	--	0	99	--	445	468	--	0	3	--	33	14	--	67	63	--	0	19
American Indian/Alaskan Native	--	12	4271	--	0	100	--	459	420	--	0	15	--	29	42	--	71	41	--	0	2
White	36	638	36221	100	0	99	433	453	465	14	7	4	29	22	15	48	61	63	10	9	17
Students with Disabilities	22	157	10331	100	0	100	403	389	388	32	29	25	42	45	37	26	25	34	0	1	4
Students without Disabilities	103	1179	69139	94	0	99	419	443	454	19	9	7	38	29	24	41	56	58	3	6	11
Limited English Proficient Students	24	180	15545	96	0	100	394	387	399	39	26	21	39	56	42	22	18	35	0	0	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	101	705	39484	96	0	96	411	425	429	23	17	14	42	38	35	35	43	47	0	3	4
Non-Economically Disadvantaged	24	631	39986	100	0	100	433	449	461	16	6	4	26	24	16	47	61	63	11	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	127	1336	78869	100	99	99	413	432	442	10	7	6	40	27	21	48	60	63	2	6	10
All Students (Prior Year)	--	1062	75053	--	98	99	--	574	597	--	10	7	--	12	12	--	72	72	--	6	9
Female	64	659	38536	100	100	99	423	445	458	10	4	4	34	24	15	54	65	67	2	8	14
Male	63	677	40302	100	99	99	405	420	428	11	9	8	45	30	26	43	57	60	2	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	84	566	32606	99	98	98	409	413	426	11	11	8	39	33	27	50	52	60	0	4	5
Asian/Pacific Islander	--	20	1925	--	100	99	--	445	471	--	0	3	--	33	11	--	60	64	--	7	22
American Indian/Alaskan Native	--	12	4245	--	100	100	--	469	423	--	17	9	--	0	26	--	67	61	--	17	4
White	36	640	36078	100	100	99	418	447	459	10	4	4	43	22	16	43	67	66	5	7	14
Students with Disabilities	21	154	10246	100	100	100	362	353	367	22	25	18	56	47	39	22	27	40	0	1	4
Students without Disabilities	106	1182	68697	97	99	98	426	444	454	7	4	4	36	24	18	54	65	67	3	6	11
Limited English Proficient Students	24	178	15339	96	100	100	390	384	399	17	15	11	43	44	31	39	40	54	0	1	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	103	704	39106	98	96	95	408	422	427	10	9	8	45	32	28	45	55	59	0	4	5
Non-Economically Disadvantaged	24	632	39837	100	100	100	432	444	457	11	4	4	21	22	14	58	66	67	11	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	108	--	78906	100	--	99	473	--	498	24	--	13	25	--	19	48	--	48	2	--	20
All Students (Prior Year)	--	939	76019	--	100	100	--	479	499	--	22	14	--	43	39	--	13	14	--	21	33
Female	43	609	38644	100	100	99	473	487	500	28	18	12	16	22	19	56	49	49	0	10	19
Male	65	--	40236	100	--	99	473	--	497	22	--	15	31	--	19	43	--	46	4	--	20
African American	NC	119	4087	NC	100	99	NC	479	481	NC	25	20	NC	21	24	NC	46	45	NC	8	11
Hispanic	76	530	31938	100	99	99	469	468	481	25	29	19	27	26	25	48	40	46	0	5	10
Asian/Pacific Islander	NC	34	1805	NC	100	98	NC	511	536	NC	6	5	NC	19	8	NC	56	45	NC	19	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	26	606	36483	100	100	99	479	496	517	21	11	7	25	21	13	50	53	51	4	15	30
Students with Disabilities	NC	--	10664	NC	--	100	NC	--	430	NC	--	42	NC	--	27	NC	--	26	NC	--	5
Students without Disabilities	99	1153	68310	99	99	98	476	492	509	22	15	9	22	23	18	53	51	51	3	11	22
Limited English Proficient Students	22	133	12573	100	100	100	455	437	454	37	45	27	26	29	30	37	25	38	0	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	95	706	38679	100	98	96	473	473	483	23	27	20	27	26	25	48	40	45	1	7	10
Non-Economically Disadvantaged	13	--	40295	100	--	100	474	--	513	30	--	7	10	--	13	50	--	50	10	--	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	108	--	78908	100	--	99	465	--	484	13	--	10	39	--	23	47	--	58	1	--	9
All Students (Prior Year)	--	941	76020	--	100	100	--	498	503	--	33	25	--	21	23	--	38	40	--	7	12
Female	43	610	38648	100	0	99	469	482	489	9	12	8	38	23	22	53	59	61	0	6	10
Male	65	--	40233	100	--	99	463	--	479	16	--	12	39	--	25	43	--	55	2	--	8
African American	NC	119	4092	NC	0	99	NC	477	473	NC	9	12	NC	30	28	NC	57	54	NC	3	5
Hispanic	76	530	31940	100	0	99	458	460	465	18	22	16	41	31	32	41	44	49	0	3	3
Asian/Pacific Islander	NC	34	1805	NC	0	98	NC	483	507	NC	9	4	NC	16	13	NC	72	65	NC	3	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	26	606	36502	100	0	99	478	489	502	4	9	4	33	20	14	58	62	67	4	9	15
Students with Disabilities	NC	--	10665	NC	--	100	NC	--	423	NC	--	30	NC	--	36	NC	--	31	NC	--	2
Students without Disabilities	99	1153	68312	99	0	98	467	483	493	13	10	7	36	24	21	50	59	62	1	7	10
Limited English Proficient Students	22	133	12556	100	0	100	445	427	436	30	38	24	48	39	40	22	22	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	95	704	38662	100	0	96	464	465	468	15	19	16	38	30	32	45	47	49	1	3	3
Non-Economically Disadvantaged	13	--	40315	100	--	100	475	--	498	0	--	5	40	--	15	60	--	66	0	--	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	107	--	78750	99	--	99	476	--	500	8	--	6	45	--	29	46	--	63	1	--	2
All Students (Prior Year)	--	936	75673	--	99	100	--	508	530	--	15	12	--	32	25	--	50	58	--	3	4
Female	43	609	38586	100	100	99	501	511	515	6	4	4	22	24	22	69	70	71	3	1	3
Male	64	--	40135	98	--	99	459	--	486	10	--	8	59	--	35	31	--	56	0	--	1
African American	NC	120	4081	NC	100	99	NC	494	488	NC	9	8	NC	27	32	NC	64	59	NC	0	2
Hispanic	75	524	31841	99	98	99	473	481	483	9	10	8	45	37	36	46	53	55	0	0	1
Asian/Pacific Islander	NC	34	1802	NC	100	98	NC	519	533	NC	0	2	NC	22	16	NC	78	75	NC	0	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	26	608	36440	100	100	99	474	502	516	8	6	3	50	28	22	38	66	71	4	1	4
Students with Disabilities	NC	--	10622	NC	--	100	NC	--	415	NC	--	21	NC	--	50	NC	--	28	NC	--	1
Students without Disabilities	98	1149	68196	98	99	98	483	505	513	7	4	3	43	28	25	49	67	69	1	1	3
Limited English Proficient Students	21	131	12504	95	100	100	452	436	451	11	21	12	52	42	44	37	37	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	94	702	38558	99	97	96	471	479	485	10	10	8	45	38	37	45	52	54	0	0	1
Non-Economically Disadvantaged	13	--	40260	100	--	100	510	--	514	0	--	3	40	--	21	50	--	72	10	--	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	81	--	78250	99	--	99	529	--	548	33	--	21	23	--	18	36	--	48	8	--	13
All Students (Prior Year)	--	833	75001	--	100	99	--	449	468	--	50	37	--	36	36	--	11	16	--	3	10
Female	49	529	38071	100	100	99	523	537	549	38	26	20	26	25	19	26	43	49	9	6	12
Male	32	--	40126	94	--	99	538	--	547	26	--	23	19	--	17	48	--	46	7	--	14
African American	NC	102	4058	NC	100	99	NC	533	523	NC	30	32	NC	27	22	NC	35	41	NC	8	5
Hispanic	53	422	29129	100	99	99	521	517	527	37	41	32	28	25	23	30	33	40	5	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	--	15	4996	--	100	100	--	538	518	--	22	36	--	33	25	--	33	36	--	11	4
White	19	--	38320	90	--	99	554	--	568	20	--	12	13	--	14	47	--	55	20	--	19
Students with Disabilities	NC	104	9329	NC	100	100	NC	475	454	NC	72	64	NC	17	18	NC	10	16	NC	0	2
Students without Disabilities	74	--	68996	97	--	99	536	--	561	28	--	16	24	--	18	39	--	52	9	--	14
Limited English Proficient Students	NC	110	10133	NC	100	100	NC	487	488	NC	59	45	NC	25	25	NC	15	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	67	562	33388	99	97	94	527	522	530	35	37	32	23	25	22	35	35	40	8	3	5
Non-Economically Disadvantaged	14	--	44937	100	--	100	544	--	561	22	--	13	22	--	15	44	--	54	11	--	18

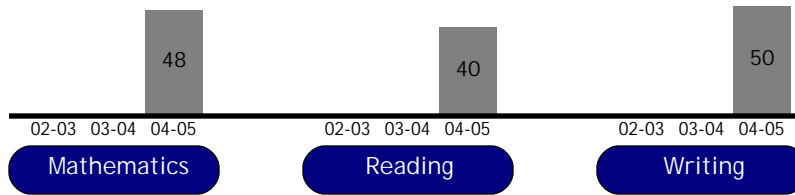
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	--	78302	100	--	99	487	--	512	25	--	11	38	--	25	31	--	57	7	--	7
All Students (Prior Year)	--	831	74918	--	99	99	--	487	497	--	38	32	--	19	19	--	33	35	--	10	15
Female	49	530	38082	100	0	99	481	508	518	26	11	8	32	32	24	38	54	61	3	3	7
Male	33	--	40166	97	--	99	496	--	507	22	--	14	44	--	26	22	--	54	11	--	6
African American	NC	102	4064	NC	0	100	NC	512	498	NC	11	14	NC	31	29	NC	51	54	NC	7	3
Hispanic	54	427	29152	100	0	99	477	488	492	28	18	17	44	42	34	28	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	--	15	4993	--	0	100	--	509	484	--	11	19	--	33	38	--	44	42	--	11	1
White	19	--	38347	90	--	99	513	--	531	20	--	5	13	--	17	40	--	68	27	--	10
Students with Disabilities	NC	105	9353	NC	0	100	NC	447	429	NC	48	40	NC	34	38	NC	19	22	NC	0	1
Students without Disabilities	74	--	69024	97	--	99	491	--	524	20	--	7	43	--	23	30	--	62	7	--	7
Limited English Proficient Students	NC	110	10140	NC	0	100	NC	456	451	NC	31	28	NC	55	43	NC	15	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	68	564	33398	100	0	94	481	493	495	27	17	18	38	39	35	31	42	46	4	2	2
Non-Economically Disadvantaged	14	--	44979	100	--	100	523	--	525	11	--	6	33	--	18	33	--	66	22	--	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	81	--	78094	99	--	99	529	--	545	7	--	3	23	--	18	70	--	77	0	--	2
All Students (Prior Year)	--	828	74503	--	99	99	--	486	491	--	9	9	--	33	32	--	52	51	--	6	8
Female	48	530	38025	100	100	99	529	552	558	6	2	2	24	17	13	70	80	82	0	1	2
Male	33	--	40013	97	--	99	528	--	534	7	--	5	22	--	23	70	--	71	0	--	1
African American	NC	102	4037	NC	100	99	NC	553	532	NC	4	4	NC	15	22	NC	79	73	NC	1	1
Hispanic	52	422	29068	100	99	99	535	528	523	5	4	5	24	27	27	71	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	--	15	4981	--	100	100	--	520	526	--	0	4	--	44	25	--	56	70	--	0	0
White	20	--	38265	95	--	99	504	--	564	13	--	2	27	--	11	60	--	84	0	--	3
Students with Disabilities	NC	103	9275	NC	100	100	NC	465	444	NC	14	14	NC	51	46	NC	35	39	NC	0	1
Students without Disabilities	74	--	68892	97	--	98	542	--	559	2	--	2	21	--	14	77	--	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	66	560	33296	97	97	94	526	532	527	6	4	5	27	27	27	67	69	67	0	0	0
Non-Economically Disadvantaged	15	--	44871	100	--	100	545	--	559	11	--	2	0	--	12	89	--	84	0	--	3

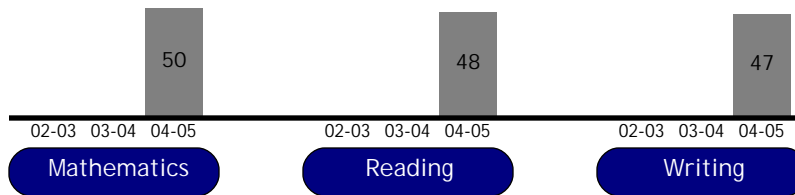
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

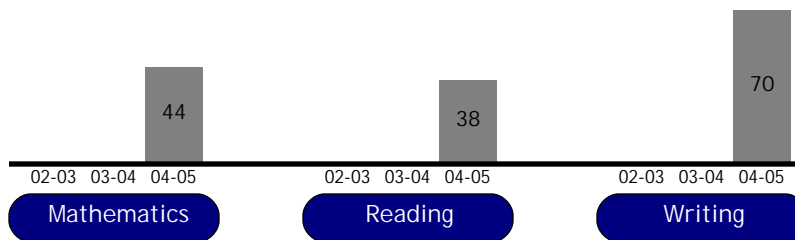
3rd Grade Proficiency



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	--	--	NA	58	100	39	--	47
	Language	--	--	33	43	--	--	35	50	100	36	--	47
	Mathematics	--	--	37	57	--	--	44	64	100	34	--	50
3	Reading	--	--	35	47	--	--	NA	55	98	28	--	44
	Language	--	--	42	54	--	--	50	61	98	29	--	44
	Mathematics	--	--	39	54	--	--	47	61	98	35	--	51
4	Reading	--	--	43	52	--	--	NA	56	99	34	--	48
	Language	--	--	42	48	--	--	41	52	99	36	--	49
	Mathematics	--	--	46	57	--	--	47	61	98	34	--	53
5	Reading	--	--	40	50	--	--	NA	55	100	36	--	50
	Language	--	--	34	46	--	--	39	49	100	37	--	50
	Mathematics	--	--	43	57	--	--	49	63	100	33	--	49
6	Reading	--	--	40	53	--	--	NA	56	99	39	--	51
	Language	--	--	34	45	--	--	36	48	99	37	--	47
	Mathematics	--	--	47	62	--	--	52	66	99	46	--	52
7	Reading	--	--	42	51	--	--	NA	54	100	36	--	50
	Language	--	--	47	54	--	--	44	58	100	37	--	52
	Mathematics	--	--	45	58	--	--	46	62	100	31	--	50
8	Reading	--	--	41	53	--	--	NA	55	100	35	--	51
	Language	--	--	35	49	--	--	40	52	100	40	--	50
	Mathematics	--	--	42	58	--	--	48	61	99	43	--	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/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	8.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	11	4	0	0
7 to 9 years	1	2	0	0
10 or more years	2	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü One computer lab
- Ü Cafetorium
- Ü Gymnasium
- Ü Library

Extracurricular Activities

- Ü After School Tutoring
- Ü Builder's Club
- Ü Student Council
- Ü Athletics
- Ü Yearbook
- Ü Breakfast Club

Social Services

- Ü School Link
- Ü Social Worker assisting families

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	20	12	12	17
Transfers In Rate <sup>6</sup>	52	28	28	37
Stability Rate <sup>7</sup>	79	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

Thompson Ranch has zero tolerance for any violent act, bullying, intimidating action against any student on our campus. We embrace diversity and strive to produce self-disciplined students. Teacher visibility in the hallways is mandatory in and outside the school building. Principal and Assistant principal are also visible throughout the day in the school, classrooms, cafeteria, school ground, bus bays and parent pick-up and drop-off areas.

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) :

1

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		
Transportation Policy	Jane Ferbuzzi	(623) 876-7030
Community Resources		
School Nutrition Programs	Mary Robinson	(623) 523-8408
Parent Organization	Clyde Oliver	(623) 523-8400
Student Health/Nurse	Jama Fridley	(623) 523-8404

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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