

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3330 E. Lockett Rd., Flagstaff, AZ 86004

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Tom Ziegler
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : 207.246.0.51/thomas/
 Phone Number : (928) 773-4110
 Fax Number : (928) 773-4108
 E-mail : tziegler@fud1.org

Mission

Thomas School fosters an optimal learning environment in which safety, appreciation of diversity, and sense of community are paramount.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Students will demonstrate math proficiency at or above grade level and/or show growth on scores from year to year on the AIMS test.
- ü Students will demonstrate reading and writing proficiency at or above grade level and/or show growth on scores from year to year on the AIMS test. An emphasis on vocabulary development will take place.
- ü Thomas School will strive to have 100 percent of our parents show involvement in their child's education.
- ü Thomas School will provide Character Education through the Character Counts program.

Enrollment

October 1, 2005 School Year Student Enrollment : 497
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 115

Instructional Programs

- ü Title I Technology, Reading, Math
- ü Special Education/Gifted Inclusion
- ü Full-Day Kindergarten
- ü CLIP, SOAR, DIBEL--Literacy Intervention
- ü Music, Band, Strings, PE, Art, Library
- ü Odyssey of the Mind
- ü NAU Speech Literacy Grant
- ü NAU Praxis Student Intern Program

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/21/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We believe that establishing partnerships with families and the community will enable us to provide the best learning environment for our students. Our responsibilities to parents are to create a feeling of comfort for all families at our school.

Parents

Parent responsibilities are to ensure regular, on time attendance, adequate rest, cleanliness and nutrition and provide a safe, healthy home environment. We encourage regular communication with the school to ensure adequate student progress.

Transportation Policy

We provide regular school bus transportation to and from school for students with disabilities who require transportation as indicated in their IEPs and students who live more than one mile from school.

School Honors

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

Award/Honor	Year
ü Arizona Community Foundation Grant	2003
ü Character Education Grant - K12 Center	2002
ü MacRo, Rodel Foundation Program	2005
ü Coconino County Fair Best of Show	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	85	794	80010	100	99	99	443	448	447	12	9	10	19	17	18	55	57	53	14	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	386	38935	100	99	99	449	450	447	5	8	9	21	18	19	56	54	55	18	20	17
Male	46	406	40974	100	99	98	439	447	448	17	10	11	17	16	18	54	59	52	11	15	19
African American	--	15	4201	--	100	99	--	432	430	--	13	17	--	27	23	--	53	51	--	7	9
Hispanic	14	161	34545	100	98	99	456	436	432	NA	11	14	7	24	24	86	53	53	7	12	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	482	474	NC	7	4	NC	7	10	NC	47	50	NC	40	36
American Indian/Alaskan Native	24	170	3979	100	98	96	429	430	424	21	17	17	21	24	30	50	52	47	8	7	6
White	44	431	35142	100	100	99	444	460	465	11	5	5	23	11	11	48	61	56	18	23	28
Students with Disabilities	18	163	10161	100	99	93	420	421	419	28	25	28	33	28	28	22	40	36	17	7	8
Students without Disabilities	67	631	69849	100	99	100	450	455	451	7	5	7	15	14	17	64	61	56	13	20	19
Limited English Proficient Students	NC	111	14013	NC	97	97	NC	407	413	NC	30	24	NC	38	34	NC	31	39	NC	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	40	346	39029	100	98	98	445	432	432	10	14	14	18	26	25	58	51	52	15	9	9
Non-Economically Disadvantaged	45	448	40981	100	100	100	442	461	462	13	6	6	20	10	13	53	61	54	13	24	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	778	79438	100	97	98	441	455	451	11	8	9	31	22	24	53	57	56	6	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	380	38775	100	97	99	452	462	457	3	6	7	33	23	22	56	57	58	8	14	13
Male	46	396	40560	100	97	97	431	449	446	17	11	12	28	22	25	50	56	54	4	10	9
African American	--	15	4178	--	100	98	--	448	439	--	13	13	--	13	29	--	60	52	--	13	6
Hispanic	14	158	34297	100	96	98	450	441	434	NA	11	14	21	30	31	71	54	50	7	4	5
Asian/Pacific Islander	NC	14	2063	NC	93	99	NC	486	475	NC	7	3	NC	7	15	NC	50	63	NC	36	20
American Indian/Alaskan Native	24	167	3940	100	96	95	434	433	429	17	13	14	25	34	36	54	51	47	4	2	3
White	44	422	34887	100	98	98	441	469	471	11	6	4	36	16	15	45	60	63	7	18	18
Students with Disabilities	18	147	9588	100	89	88	411	418	416	33	27	30	33	34	32	33	35	34	NA	4	5
Students without Disabilities	67	631	69850	100	99	100	449	463	456	4	4	7	30	20	23	58	62	59	7	14	12
Limited English Proficient Students	NC	106	13856	NC	92	96	NC	404	407	NC	26	27	NC	50	43	NC	24	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	40	337	38685	100	95	97	436	435	435	13	14	14	33	33	32	48	48	50	8	5	5
Non-Economically Disadvantaged	45	441	40753	100	99	99	445	471	467	9	4	5	29	14	16	58	64	62	4	18	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	84	786	79971	99	98	99	401	426	423	8	8	8	60	39	41	32	50	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	383	38974	100	98	99	424	442	437	NA	4	5	51	30	33	49	61	57	NA	4	4
Male	45	401	40895	98	98	98	382	410	410	16	10	10	67	48	47	18	39	41	NA	2	2
African American	--	15	4203	--	100	99	--	409	411	--	13	11	--	40	45	--	40	43	--	7	2
Hispanic	14	163	34481	100	99	99	410	411	410	14	12	10	50	47	46	36	39	43	NA	2	1
Asian/Pacific Islander	NC	14	2067	NC	93	99	NC	441	449	NC	NA	4	NC	43	28	NC	43	60	NC	14	8
American Indian/Alaskan Native	23	168	3995	96	97	96	396	413	409	4	10	10	74	45	47	22	43	42	NA	1	1
White	44	424	35150	100	98	99	402	437	437	9	5	5	55	34	35	36	58	56	NA	4	5
Students with Disabilities	18	154	10258	100	93	94	379	379	377	17	25	23	61	47	51	22	27	25	NA	1	1
Students without Disabilities	66	632	69713	99	100	100	408	436	429	6	3	5	59	37	39	35	56	52	NA	3	3
Limited English Proficient Students	NC	111	13985	NC	97	97	NC	378	382	NC	22	18	NC	54	54	NC	24	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	39	343	38994	98	97	98	410	411	409	5	10	10	56	47	47	38	41	41	NA	1	1
Non-Economically Disadvantaged	45	443	40977	100	99	100	394	437	437	11	5	5	62	33	34	27	57	56	NA	5	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	829	80147	100	99	99	462	478	482	17	12	11	25	16	17	46	50	49	13	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	388	39281	97	99	99	461	482	483	17	11	9	30	16	17	40	48	50	13	24	24
Male	41	439	40780	100	98	98	464	474	482	17	14	12	22	16	17	49	51	48	12	19	24
African American	NC	18	4249	NC	95	99	NC	460	464	NC	6	17	NC	28	22	NC	56	48	NC	11	13
Hispanic	11	186	33494	92	97	99	458	458	466	27	22	15	18	19	23	45	49	49	9	10	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	27	197	4117	100	99	96	436	452	456	33	18	19	30	26	27	37	51	46	NA	4	8
White	29	418	36122	100	100	99	491	499	501	NA	6	5	21	10	10	52	50	50	28	34	35
Students with Disabilities	17	196	10295	94	97	92	418	443	443	35	33	33	47	24	26	18	36	33	NA	8	8
Students without Disabilities	55	633	69852	100	100	100	475	489	488	11	6	7	18	14	16	55	55	51	16	26	26
Limited English Proficient Students	NC	127	12722	NC	98	97	NC	427	441	NC	37	27	NC	31	33	NC	31	37	NC	1	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	40	363	38371	98	98	97	460	455	465	20	20	15	25	23	23	43	50	49	13	7	13
Non-Economically Disadvantaged	32	466	41776	100	100	100	465	496	498	13	7	6	25	10	11	50	50	49	13	33	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	822	79686	99	98	98	454	469	470	11	11	11	37	24	24	51	56	57	1	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	385	39163	97	98	99	459	478	475	3	8	9	43	22	22	50	60	60	3	11	10
Male	40	435	40438	98	97	97	448	460	465	18	15	13	33	26	25	50	53	54	NA	6	7
African American	NC	18	4228	NC	95	98	NC	463	458	NC	11	15	NC	17	28	NC	67	53	NC	6	4
Hispanic	11	186	33299	92	97	98	448	451	452	18	20	17	27	31	32	55	45	47	NA	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	26	193	4087	96	97	96	434	443	446	19	13	16	46	42	38	35	43	44	NA	1	2
White	29	415	35914	100	99	98	474	488	489	3	7	5	31	13	15	62	67	67	3	13	14
Students with Disabilities	16	189	9808	89	94	87	412	433	432	31	31	35	63	37	32	6	30	30	NA	3	3
Students without Disabilities	55	633	69878	100	100	100	465	479	475	5	6	8	29	20	23	64	64	61	2	10	9
Limited English Proficient Students	NC	124	12594	NC	95	96	NC	418	422	NC	34	34	NC	51	45	NC	15	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	40	358	38095	98	96	97	449	446	452	13	19	17	40	36	32	45	44	48	3	2	3
Non-Economically Disadvantaged	31	464	41591	100	100	99	460	486	486	10	6	6	32	15	16	58	66	65	NA	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	824	80372	99	98	99	467	474	475	NA	4	4	42	31	30	55	63	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	387	39452	97	99	99	479	491	488	NA	2	3	30	21	22	67	74	72	3	3	3
Male	40	435	40836	98	97	98	458	460	464	NA	6	6	53	40	37	45	53	56	3	1	1
African American	NC	17	4264	NC	89	99	NC	480	465	NC	NA	5	NC	29	35	NC	71	59	NC	NA	1
Hispanic	11	187	33608	92	98	99	453	457	462	NA	9	6	64	36	36	36	55	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	27	198	4128	100	99	97	461	461	464	NA	4	4	44	39	39	52	56	56	4	1	1
White	29	412	36213	100	98	99	478	488	489	NA	2	2	34	26	22	62	70	72	3	3	3
Students with Disabilities	17	192	10526	94	95	94	441	441	427	NA	8	15	71	56	53	29	35	31	NA	1	1
Students without Disabilities	54	632	69846	100	99	100	475	484	482	NA	2	3	33	24	26	63	72	69	4	2	2
Limited English Proficient Students	NC	127	12747	NC	98	97	NC	435	432	NC	10	12	NC	56	52	NC	33	36	NC	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	40	365	38521	98	98	98	463	458	461	NA	5	6	40	41	38	60	54	55	NA	0	1
Non-Economically Disadvantaged	31	459	41851	100	98	100	473	487	489	NA	3	3	45	24	22	48	70	72	6	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	833	79306	99	99	99	492	505	504	16	11	13	28	18	20	46	53	49	10	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	408	38845	98	100	99	492	507	505	16	9	11	30	18	20	44	54	50	9	18	18
Male	53	425	40383	100	99	98	491	503	504	15	13	14	26	17	19	47	52	47	11	17	19
African American	NC	21	4171	NC	95	98	NC	486	485	NC	24	20	NC	19	26	NC	52	44	NC	5	10
Hispanic	15	174	32673	100	100	99	484	484	487	20	22	18	33	21	25	40	49	46	7	7	10
Asian/Pacific Islander	--	17	2147	--	100	99	--	541	539	--	6	5	--	NA	10	--	41	46	--	53	40
American Indian/Alaskan Native	35	192	4034	100	99	97	478	486	479	20	16	22	29	27	29	49	49	43	3	8	7
White	43	429	36234	96	99	99	504	521	523	12	4	6	26	13	13	47	57	52	16	26	28
Students with Disabilities	25	150	10286	96	97	91	459	462	462	44	38	41	32	31	27	20	28	27	4	3	5
Students without Disabilities	71	683	69020	100	100	100	501	514	510	6	6	9	27	15	18	55	59	52	13	21	21
Limited English Proficient Students	NC	83	10291	NC	99	96	NC	446	458	NC	46	38	NC	36	34	NC	18	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	52	363	37437	96	98	97	479	484	486	19	19	19	33	25	26	46	50	46	2	7	9
Non-Economically Disadvantaged	44	470	41869	100	100	100	507	521	521	11	6	7	23	13	14	45	56	51	20	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	830	79000	99	99	98	484	495	489	14	8	10	27	20	24	48	61	58	11	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	407	38774	98	99	99	490	500	494	14	6	7	21	17	22	51	63	61	14	14	10
Male	53	423	40150	100	99	98	480	489	485	13	10	12	32	22	25	45	59	55	9	9	8
African American	NC	21	4153	NC	95	98	NC	470	476	NC	14	13	NC	33	30	NC	52	53	NC	NA	4
Hispanic	15	173	32508	100	100	98	482	475	472	13	15	15	33	29	33	33	50	49	20	5	3
Asian/Pacific Islander	--	17	2142	--	100	99	--	524	510	--	NA	4	--	12	14	--	76	67	--	12	16
American Indian/Alaskan Native	35	190	4016	100	98	96	470	473	467	17	14	14	34	32	37	46	53	46	3	2	2
White	43	429	36135	96	99	98	498	513	508	9	3	4	21	10	14	53	69	67	16	18	15
Students with Disabilities	25	147	9991	96	95	88	442	449	449	48	33	33	32	37	36	20	29	29	NA	1	2
Students without Disabilities	71	683	69009	100	100	100	498	504	495	1	3	6	25	16	22	58	68	62	15	13	10
Limited English Proficient Students	NC	80	10199	NC	95	95	NC	433	439	NC	41	35	NC	46	47	NC	13	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	52	360	37234	96	97	97	470	474	472	19	14	15	29	30	33	48	53	50	4	3	3
Non-Economically Disadvantaged	44	470	41766	100	100	99	502	511	505	7	4	5	25	12	16	48	67	65	20	17	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	97	834	79611	100	100	99	480	498	496	7	6	7	52	38	37	41	56	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	412	39016	100	100	99	490	513	511	5	4	4	48	29	29	48	66	66	NA	1	1
Male	53	422	40519	100	99	98	472	483	482	9	9	10	55	46	44	36	45	46	NA	NA	0
African American	NC	21	4188	NC	95	98	NC	452	486	NC	19	9	NC	52	40	NC	29	50	NC	NA	0
Hispanic	15	173	32855	100	100	99	478	478	481	7	12	10	67	44	43	27	45	47	NA	NA	0
Asian/Pacific Islander	--	17	2149	--	100	100	--	526	519	--	NA	4	--	35	24	--	59	70	--	6	2
American Indian/Alaskan Native	35	191	3992	100	99	96	466	481	478	9	10	10	54	45	46	37	45	44	NA	NA	0
White	44	432	36380	98	100	99	493	515	511	7	3	4	43	31	30	50	66	65	NA	0	1
Students with Disabilities	26	148	10664	100	96	94	446	445	440	15	20	23	65	59	54	19	21	22	NA	NA	1
Students without Disabilities	71	686	68947	100	100	100	492	509	504	4	3	4	46	33	34	49	63	61	NA	0	1
Limited English Proficient Students	NC	81	10362	NC	96	97	NC	429	438	NC	25	22	NC	59	57	NC	16	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	53	362	37626	98	98	98	468	479	479	11	10	10	58	47	45	30	44	45	NA	NA	0
Non-Economically Disadvantaged	44	472	41985	100	100	100	496	513	511	2	4	4	43	31	30	55	65	65	NA	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	742	79327	99	98	98	496	516	518	23	18	19	29	20	20	46	48	46	3	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	377	38961	100	98	98	504	519	520	21	15	16	26	22	20	49	48	48	5	15	16
Male	27	365	40295	96	98	97	484	513	516	26	21	21	33	19	19	41	48	44	NA	13	16
African American	NC	17	4247	NC	100	98	NC	490	499	NC	29	27	NC	29	24	NC	35	41	NC	6	8
Hispanic	15	153	32327	94	97	98	482	497	499	53	31	27	13	22	25	33	43	41	NA	5	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	20	169	4391	100	97	96	481	495	489	20	21	32	40	33	27	40	40	36	NA	6	4
White	34	395	36373	100	99	98	513	533	538	9	11	10	29	15	14	56	53	52	6	21	25
Students with Disabilities	18	142	9321	100	95	87	461	464	467	50	54	54	33	28	22	17	17	21	NA	1	3
Students without Disabilities	52	600	70006	98	99	100	507	528	524	13	9	14	27	19	19	56	55	49	4	17	18
Limited English Proficient Students	NC	63	9431	NC	94	95	NC	458	466	NC	59	53	NC	33	27	NC	8	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	35	306	37097	97	97	97	491	498	498	26	24	27	31	26	25	43	44	41	NA	6	7
Non-Economically Disadvantaged	35	436	42230	100	99	99	501	529	535	20	14	11	26	17	15	49	50	50	6	20	24

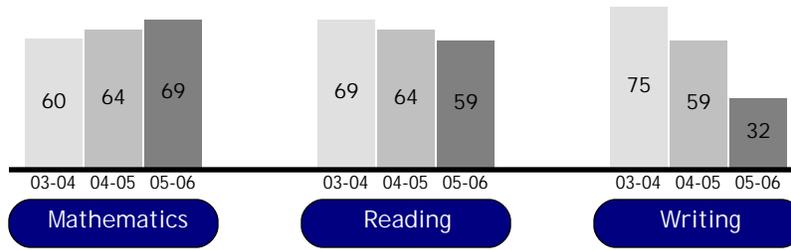
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	742	79501	99	98	98	489	501	497	9	9	10	34	24	25	56	62	60	1	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	377	39062	100	98	99	497	506	502	9	7	8	26	20	23	63	67	64	2	6	5
Male	27	365	40368	96	98	98	476	496	491	7	10	13	48	28	27	44	57	57	NA	5	3
African American	NC	17	4279	NC	100	99	NC	483	485	NC	6	14	NC	41	30	NC	47	54	NC	6	2
Hispanic	15	153	32389	94	97	98	474	484	478	20	16	16	33	29	34	47	52	48	NA	2	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	20	169	4401	100	97	96	470	477	473	10	13	17	60	38	40	30	47	43	NA	1	1
White	34	395	36446	100	99	99	507	518	516	3	4	4	18	15	15	76	73	73	3	8	7
Students with Disabilities	18	142	9411	100	95	88	455	455	453	17	31	36	67	46	36	17	23	26	NA	1	1
Students without Disabilities	52	600	70090	98	99	100	500	511	502	6	4	7	23	19	24	69	71	65	2	6	5
Limited English Proficient Students	NC	64	9401	NC	96	94	NC	439	443	NC	44	40	NC	48	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	35	306	37183	97	97	97	486	483	479	6	13	16	43	31	34	51	55	49	NA	1	1
Non-Economically Disadvantaged	35	436	42318	100	99	99	491	514	513	11	6	5	26	19	17	60	67	70	3	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	724	80000	97	96	99	547	577	564	4	3	3	12	6	11	80	74	75	4	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	372	39288	98	97	99	566	590	579	2	2	2	5	3	6	86	71	77	7	23	16
Male	27	352	40644	96	95	98	519	563	549	7	3	4	22	10	15	70	78	74	NA	9	7
African American	NC	17	4307	NC	100	99	NC	559	551	NC	NA	4	NC	18	13	NC	76	75	NC	6	7
Hispanic	16	151	32672	100	96	99	512	554	548	13	7	4	13	8	14	75	75	76	NA	11	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	19	167	4424	95	95	97	549	560	549	5	2	3	11	8	14	74	85	77	11	5	5
White	33	381	36602	97	95	99	563	594	579	NA	2	2	12	4	7	85	70	75	3	24	16
Students with Disabilities	17	124	9919	94	83	93	515	525	505	6	6	9	35	27	35	59	65	54	NA	2	2
Students without Disabilities	52	600	70081	98	99	100	557	587	571	4	2	2	4	2	7	87	76	79	6	20	12
Limited English Proficient Students	NC	62	9571	NC	93	96	NC	490	502	NC	18	10	NC	19	29	NC	63	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	34	303	37534	94	96	98	545	557	547	6	4	4	9	8	15	79	82	76	6	6	5
Non-Economically Disadvantaged	35	421	42466	100	96	100	549	591	578	3	2	2	14	5	7	80	69	75	3	24	16

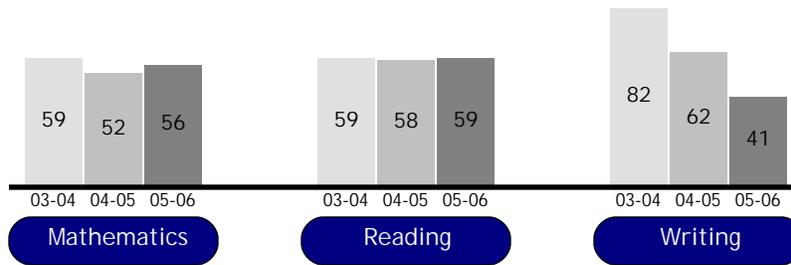
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	47	NA	58	99	43	52	47	98	41	50	46
	Language	95	35	52	50	99	41	51	47	98	37	52	48
	Mathematics	93	59	68	64	100	50	55	50	98	37	50	52
3	Reading	88	51	NA	55	98	41	48	44	100	34	52	46
	Language	85	58	63	61	98	41	43	44	100	37	46	46
	Mathematics	88	57	65	61	98	48	50	51	100	46	56	52
4	Reading	98	54	NA	56	92	49	55	48	97	41	50	52
	Language	100	51	56	52	92	47	54	49	99	43	50	52
	Mathematics	98	65	63	61	92	50	56	53	99	44	56	58
5	Reading	100	57	NA	55	100	47	54	50	96	52	63	56
	Language	100	50	55	49	100	44	52	50	97	41	58	54
	Mathematics	100	72	69	63	100	39	49	49	96	44	54	52
6	Reading	91	63	NA	56	100	49	56	51	99	46	58	56
	Language	97	52	58	48	100	42	50	47	97	39	50	50
	Mathematics	99	73	76	66	100	51	57	52	99	41	58	58

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

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

School Site Council

Council Composition

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

Council Duties

- ü Parent/Educator Relations
- ü Needs Assessment/School Survey
- ü School Safety Issues
- ü Prioritization/Goal Setting
- ü Budget
- ü Student Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.50
Other Professional Staff	3.50	Teacher Aide	14.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	1	2	0	0
7 to 9 years	1	6	0	0
10 or more years	4	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	63
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Mt. Elden Environmental Study Area
- ü Outdoor Ecological/Garden Center
- ü PC Lab
- ü Library

Extracurricular Activities

- ü Homework Club
- ü Chorus (4-6)
- ü Community-wide Afterschool Program
- ü FACTS Before/After School Program

Social Services

- ü Counseling Services
- ü Before/After School FACTS Program
- ü Native American Academic Advisor
- ü Volunteers
- ü Big Brothers, Big Sisters Mentoring
- ü School Nurse
- ü Dental Program
- ü Vision Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Thomas Elementary School is an integrated school which serves all children in the regular classroom setting. Extra support may be provided in the regular or special education classroom as indicated by IEP documents (Individualized Education Plan).
- ü Students have learned conflict resolution skills to enable them to resolve their own conflicts through a mediation process. We also participate in Character Counts. Student behavior has improved dramatically.
- ü Thomas School has received a grant from the Arizona Community Foundation to improve and enhance parental involvement and communication.
- ü Thomas School is participating in the Rodel Foundation MacRo, Math Achievement Club to boost student achievement. This is a 3rd grade program this first year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

We use ongoing conflict resolution problem-solving techniques to help students learn to solve their own problems. We implement the Character Counts program at our school. We will be promoting increased parental involvement through collaboration with local agencies and the Arizona Community Foundation utilizing the Education Quality Bill of Rights.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

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	Tom Ziegler	(928) 773-4110
Transportation Policy	Dan McCoy	(928) 773-4170
Community Resources	Jaime David / Janice Tso	(928) 773-4114
School Nutrition Programs	Theresa Torres	(928) 773-4116
Parent Organization	Jenny Baker	(928) 773-4110
Student Health/Nurse	Sally McMillian	(928) 773-4112

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."

ACHIEVEMENT PROFILES

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 517 Copies = \$201.00

** 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.