

# ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile<sup>1</sup>:

## Thornydale Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Marana Unified District  
7751 N. Oldfather Road, Tucson, AZ 85741-1360

**Principal:** Ms. Lynnette Ann Brunderman  
**Schedule:** 7:00 AM to 4:00 PM  
**Web Address:** [www.maranausd.org](http://www.maranausd.org)  
**E-mail:** [L.A.Brunderman@maranausd.org](mailto:L.A.Brunderman@maranausd.org)

**Grades:** K-6  
**2002 Enrollment:** 491  
**Phone:** (520) 579-4900  
**Fax:** (520) 579-4909

### ∨ School Overview ∨

#### Mission

At Thornydale Elementary School, children and adults are recognized and respected as unique individuals. Learning opportunities are designed to meet academic, social and emotional needs, to promote intellectual and personal growth, and to maximize the potential for a life of learning. Educators, parents and community members work together to increase our children's opportunities to become productive citizens who believe in the worth of themselves and others.

#### Organization and Philosophy

- w Grade Level Teaming/Tutorial
- w Collaborative PLanning Schedule
- w Some Multiage Classrooms
- w Cluster School for Special Education

#### Instructional Programs

- w Daily Tutorial
- w Computer Lab
- w PE/Band/Orchestra/Music
- w Remedial Reading
- w On-site Special Education
- w ESL
- w Gifted Education
- w Extended-day Kindergarten Option

#### School/Academic Goals

- w Design learning opportunities to meet each child's individual needs so that they may successfully master the Arizona State Standards.
- w Increase skills in reading comprehension, written communication and mathematics for the purpose of standards mastery.
- w Improve problem-solving skills in all academic areas.
- w Create a learning environment that encourages and supports lifelong learning.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	502
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	85

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

- w School Safety Issues
- w Student Learning
- w Parent/Educator Relations
- w Student Discipline
- w Extracurricular Activities
- w School/Community Relations

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	27.50
Other Professional Staff	3.50	Teacher Aide	12.17

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

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

∨ **Shared Responsibilities** ∨

**School**

A comprehensive Parent/Student Handbook is provided to each family at the beginning of every school year. High academic and behavioral standards are communicated to parents in several ways, including the use of student planners, orientation, parent conferences and student assemblies. Thornydale supports drug-, tobacco- and gun-free policies. A comprehensive Staff Handbook details professional standards for faculty.

**Parents**

Thornydale's Parent/Student Handbook outlines specific responsibilities of parents; student expectations are also provided with a signed affirmation. Included are school rules, regulations, discipline, dress code, admission requirements, attendance and truancy, homework policy, medication at school, pupil records, school accident insurance, counseling, report cards, withdrawal of students, student pick-up and visitors to campus.

∨ **Transportation Policy** ∨

The safe transportation of school children is a vital concern to all. We are dedicated to the selection, training, supervision and retention of professional staff members who are committed to the safe operation of a modern, efficient transportation system. Students at Thornydale are primarily walkers, with the exception of our special-needs students. Door-to-door service is provided for these students.

---

### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/15/02
<b>Average Daily Instruction Time:</b>	5 hrs. 5 min.	<b>Last Day of School:</b>	5/22/03

**Operates on Traditional Schedule**

---

#### Report Card Release Dates

11/13/02	2/26/03	5/27/03
----------	---------	---------

---

#### Additional Calendar/Report Card Information

---

### ∨ Resources Available at School Site ∨

---

#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

---

#### Special Facilities

W Computer Lab/Media Center	W Thornydale Museum
W Wellness Center	W Library

---

#### Extracurricular Activities

W Student Council	W Special Olympics
W Afterschool Activity Time	W Juggling Club
W Chorus	W Drama Club
W CHAMPS	W Chess Club

---

#### School/Community Resources

W Probation Officer, Law-related Education	W School-based Community Counseling
W Lunch Program	W Afterschool Program--LEAP
W Health Services	W Family Resource and Wellness
W Recreational Activities--Parks and Rec	

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>w Thornydale focused on teaching problem solving strategies to all of our students, both in the classroom and on a schoolwide basis. Problem solving activities included a Family Math Night, Problem of the Week, and classroom instruction.</p> | <p>w Thornydale offers a primary multiage classroom, housing six-, seven- and eight-year-old students. Students may remain in the class for three years. Theme-oriented, students work together to master age-appropriate Arizona Academic Standards.</p> |
| <p>w Through the strategic planning process, we have focused on developing language skills with our students. Activities include evening Family Story Time, schoolwide Monday Meetings, and the use of music and poetry to develop language.</p>     | <p>w Through the efforts of the strategic planning committees, student learning in the areas of written expression have become a schoolwide focus. The Six Traits of Writing and spelling accuracy are being stressed in all classrooms.</p>              |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	20.2 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	6.4 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Twelve-year Participation in Mini-muster	2002
U of AZ Outstanding Educator Award	2002
American Red Cross Hero Award - Educator Category	2002
5 Staff Members Recognized as MUSD Heroes	2001

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>78</b>	<b>532</b>	<b>4%</b>	<b>10%</b>	<b>53%</b>	<b>33%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>76</b>	<b>546</b>	<b>3%</b>	<b>13%</b>	<b>68%</b>	<b>16%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>76</b>	<b>538</b>	<b>5%</b>	<b>18%</b>	<b>39%</b>	<b>37%</b>
	State	59030	517	11%	27%	35%	27%

**Legend**

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

**Grade 5**

<b>Reading</b>	<b>School</b>	<b>47</b>	<b>511</b>	<b>4%</b>	<b>23%</b>	<b>53%</b>	<b>19%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>48</b>	<b>530</b>	<b>10%</b>	<b>25%</b>	<b>38%</b>	<b>27%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>50</b>	<b>521</b>	<b>6%</b>	<b>28%</b>	<b>14%</b>	<b>52%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	89	70	60	--	--	--
2	Reading	--	--	--	100	51	50	100	43	52	91	44	53	84	53	57
	Language	--	--	--	100	50	40	100	36	43	97	47	44	90	53	48
	Mathematics	--	--	--	100	59	51	100	55	55	97	63	57	89	60	61
3	Reading	100	52	47	100	45	47	100	50	48	84	47	50	99	47	50
	Language	100	50	49	100	48	51	100	56	54	81	58	56	99	56	57
	Mathematics	100	53	46	100	43	49	100	56	52	82	65	54	99	56	56
4	Reading	95	57	53	100	62	54	98	52	54	69	70	55	77	63	55
	Language	96	52	47	100	57	49	96	46	48	81	55	50	80	54	50
	Mathematics	99	49	51	100	57	54	100	49	55	84	59	57	84	55	58
5	Reading	95	58	51	100	53	51	89	60	51	85	55	51	77	61	53
	Language	97	50	42	100	50	44	86	53	45	89	53	45	86	55	47
	Mathematics	100	57	51	100	56	54	94	64	55	92	64	57	82	77	59
6	Reading	93	61	53	100	62	54	81	50	53	92	61	54	78	62	56
	Language	92	57	41	100	48	44	79	41	44	93	43	45	80	57	47
	Mathematics	95	68	57	100	59	59	84	65	60	99	66	63	84	71	65

∨ **Measure of Academic Progress** ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>77</b>	<b>59</b>
<b>Grades 3-4</b>	<b>84</b>	<b>48</b>
<b>Grades 4-5</b>	<b>60</b>	<b>92</b>
<b>Grades 5-6</b>	<b>67</b>	<b>78</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Two committees operating at Thornydale Elementary focus on safety. The Safe Environment Committee has worked on safety issues surrounding the physical plant, as well as evacuation plans, etc. The Discipline Committee has looked at schoolwide discipline for the purpose of promoting a safe school campus. Those students who demonstrate appropriate behavior are rewarded on a monthly basis. We have increased, as well, communication with parents about the everyday issues that arise.

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

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,867	\$1,471,033
Classroom Supplies	\$26	\$13,121
Administration	\$376	\$193,185
Support Services-Students	\$375	\$192,251
Other Support Services and Operations	\$823	\$422,196
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,466</b>	<b>\$2,291,786</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Lynnette Brunderman	(520) 579-4900	
<b>Transportation Policy</b>	Bob Thomas	(520) 682-4707	
<b>Community Resources</b>	Lynnette Brunderman	(520) 579-4900	
<b>School Nutrition Programs</b>	Thornydale Cafeteria	(520) 579-4933	
<b>Parent Organization</b>	Leah Weber	(520) 579-4900	
<b>Student Health/Nurse</b>	Jeanette Islas	(520) 579-4903	

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, 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."