

# Thornycdale Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

7751 N. Oldfather Road, Tucson, AZ 85741

Marana 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 \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

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

### School Overview

Principal/Administrator : Ms. Lynnette Ann Brunderman  
Schedule : 7:00 AM to 4:00 PM  
Grades : K-6  
2003 Enrollment : 492  
Web Address : www.maranausd.org  
Phone Number : (520) 579-4900  
Fax Number : (520) 579-4909  
E-mail : L.A.Brunderman@maranausd.org

### Mission

Recognize as unique individuals. Meet academic, social, emotional needs. Promote intellectual/personal growth. Maximize potential for a life of learning. All constituencies work together. Increase opportunities to become productive citizens.

### School / Academic Goals

- ü Design learning opportunities to meet each child's individual needs so that they may successfully master the Arizona State Standards.
- ü Increase skills in reading comprehension, written communication and mathematics for the purpose of standards mastery.

### Instructional Programs

- ü Standards-based Curriculum/Instruction
- ü At-risk Program
- ü Computer Assisted Programs
- ü Remedial Reading

### Enrollment

October 1, 2002 School Year Student Enrollment : 490  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 55

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 5 hours 5 minutes  
First Day of School : 8/13/2003  
Last Day of School : 5/20/2004

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

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



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	1.50	Teacher Aide	14.37

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

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

Shared Responsibilities

School

Comprehensive Parent/Student Handbook provided yearly. Academic/behavioral standards communicated through student planners, orientation, conferences, student assemblies. Supports drug/tobacco/gun-free policies. Professional standards for faculty.

Parents

Parent/Student Handbook outlines school rules/policies, discipline, dress code, attendance/truancy, homework, medication, records, school accident insurance, counseling, report cards, withdrawal of students, student pick-up and visitors to campus.

Resources Available at School Site

Special Facilities

- ü Computer Lab/Media Center
- ü Butterfly Habitat

Extracurricular Activities

- ü Student Council
- ü Chess Club
- ü After School Activity Time
- ü Builder's Club

Social Services

- ü Probation Officer, Law-related Education
- ü School-based Community Counseling
- ü Lunch Program
- ü After School Program--LEAP

Transportation Policy

The safe transportation of school children is a vital concern to all. Students at Thornydale are primarily walkers, with the exception of our special-needs students. Door-to-door service is provided for these students.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Thornydale focused on improving written language strategies for all of our students, both in the classroom and on a schoolwide basis. Writing activities included presentation by an author about how to write, as well as focused classroom instruction.
  
- ü 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.

School Honors

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

Award/Honor	Year
ü Thirteen-year Participation in Mini-muster	2003
ü U of AZ Outstanding Educator Award	2002
ü American Red Cross Hero Award - Educator Category	2002
ü Tucson Area Council for Exemplary Service - Literacy	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	18	20	20	20
Transfers In <sup>4</sup> (Within District)	2	2	2	2
Transfers In <sup>5</sup> (Out of District)	7	10	10	9
Promotion Rate <sup>6</sup>	97	99	98	95
Retention Rate <sup>7</sup>	3	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	80	58
Grades 3-4	66	68
Grades 4-5	70	96
Grades 5-6	83	65

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

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	931	75372	97	100	101	541	548	523	7	3	9	10	14	25	37	35	36	46	48	30
All Students (Prior Year)	81	934	70809	NA	NA	NA	538	549	518	5	3	11	18	14	27	39	35	35	37	49	27
Female	32	454	36901	100	101	101	543	548	524	6	3	8	10	14	25	42	34	36	42	48	31
Male	31	477	38385	94	100	101	538	548	523	7	3	9	11	14	24	32	36	36	50	47	30
African American	NC	27	3589	NC	100	96	NC	534	501	NC	4	18	NC	25	33	NC	38	33	NC	33	16
Hispanic	18	215	29103	95	101	99	541	535	510	6	4	12	6	17	31	53	42	36	35	37	20
Asian/Pacific Islander	NC	15	1574	NC	88	96	NC	575	549	NC	0	3	NC	7	14	NC	27	34	NC	67	48
American Indian/Alaskan Native	NC	19	5086	NC	106	114	NC	516	491	NC	12	22	NC	24	38	NC	41	28	NC	24	12
White	41	646	34597	98	99	98	545	552	535	8	3	4	8	13	20	31	33	38	54	51	38
Students with Disabilities	NC	101	8057	NC	99	99	NC	512	496	NC	13	23	NC	27	31	NC	36	28	NC	24	17
Students without Disabilities	55	830	67315	98	101	101	546	551	525	4	2	8	9	13	24	37	35	37	50	50	31
Limited English Proficient Students	NC	32	16925	NC	97	112	NC	538	482	NC	0	27	NC	0	40	NC	60	26	NC	40	7
Migrant Students	--	NC	869				--	NC	501	--	NC	17	--	NC	30	--	NC	39	--	NC	14
Economically Disadvantaged	--	55	26325				--	501	504	--	13	15	--	39	34	--	39	33	--	9	18
Non-Economically Disadvantaged	63	876	49047				541	550	530	7	2	6	10	13	21	37	35	37	46	50	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	932	75221	97	101	101	527	532	523	10	4	8	12	11	16	54	57	56	24	28	21
All Students (Prior Year)	81	938	70860	NA	NA	NA	532	539	524	4	4	9	10	8	17	53	44	45	33	44	30
Female	32	453	36833	100	100	100	532	538	526	10	4	6	3	9	15	58	53	56	29	34	23
Male	31	479	38319	94	101	101	521	527	520	11	4	9	21	13	17	50	61	56	18	22	18
African American	NC	27	3597	NC	100	97	NC	523	510	NC	8	14	NC	29	22	NC	38	53	NC	25	11
Hispanic	18	214	29019	95	101	99	527	528	513	6	4	12	24	16	21	47	58	55	24	22	13
Asian/Pacific Islander	NC	15	1572	NC	88	95	NC	543	536	NC	0	2	NC	0	9	NC	73	57	NC	27	31
American Indian/Alaskan Native	NC	19	5071	NC	106	114	NC	512	502	NC	19	20	NC	13	27	NC	56	46	NC	13	8
White	41	648	34543	98	99	97	528	534	531	10	4	4	8	9	12	56	57	58	26	30	26
Students with Disabilities	NC	101	8006	NC	99	99	NC	518	505	NC	13	22	NC	26	23	NC	40	42	NC	21	13
Students without Disabilities	55	831	67215	98	101	101	531	533	524	7	4	7	7	10	16	59	58	56	26	28	21
Limited English Proficient Students	NC	31	16853	NC	94	112	NC	509	489	NC	0	29	NC	20	36	NC	80	32	NC	0	3
Migrant Students	--	NC	866				--	NC	503	--	NC	19	--	NC	23	--	NC	49	--	NC	8
Economically Disadvantaged	--	55	26256				--	492	509	--	23	14	--	40	24	--	35	51	--	2	11
Non-Economically Disadvantaged	63	877	48965				527	535	528	10	3	5	12	10	13	54	58	58	24	29	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	911	73654	92	98	99	537	540	530	11	5	9	7	9	13	66	75	70	16	11	7
All Students (Prior Year)	79	924	68592	NA	NA	NA	546	563	542	3	4	9	13	6	12	68	64	63	16	26	16
Female	31	446	36239	97	99	99	541	547	537	7	3	7	7	7	11	63	75	72	23	15	10
Male	29	465	37301	88	98	98	532	533	523	15	6	12	8	12	15	69	76	68	8	7	5
African American	NC	26	3488	NC	96	94	NC	536	515	NC	8	16	NC	17	18	NC	58	62	NC	17	4
Hispanic	18	207	28348	95	98	96	540	538	520	6	5	13	12	10	17	59	74	65	24	11	5
Asian/Pacific Islander	NC	14	1558	NC	82	95	NC	554	547	NC	0	3	NC	0	8	NC	79	76	NC	21	13
American Indian/Alaskan Native	NC	18	4947	NC	100	111	NC	510	507	NC	27	22	NC	7	22	NC	67	53	NC	0	3
White	38	636	33924	90	97	96	536	541	537	11	4	5	6	9	10	69	76	75	14	11	9
Students with Disabilities	NC	92	7306	NC	90	90	NC	514	506	NC	15	24	NC	25	20	NC	55	52	NC	5	4
Students without Disabilities	52	819	66348	93	99	100	542	542	531	8	4	8	4	8	13	71	77	71	18	11	8
Limited English Proficient Students	NC	29	16422	NC	88	109	NC	524	495	NC	0	30	NC	20	27	NC	80	43	NC	0	0
Migrant Students	--	NC	849				--	NC	511	--	NC	19	--	NC	22	--	NC	56	--	NC	4
Economically Disadvantaged	--	55	25711				--	497	514	--	25	16	--	34	19	--	41	61	--	0	3
Non-Economically Disadvantaged	60	856	47943				537	542	535	11	4	7	7	8	11	66	77	74	16	11	9

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1003	76230	101	99	101	533	519	498	2	5	12	10	27	38	21	15	12	68	54	37
All Students (Prior Year)	56	983	72888	NA	NA	NA	521	522	494	6	5	14	28	28	40	14	13	12	52	54	34
Female	34	506	37247	103	99	100	530	520	500	0	4	11	6	29	40	26	13	13	68	54	37
Male	36	494	38725	100	98	101	537	518	497	3	6	14	13	24	37	16	16	12	68	53	37
African American	NC	33	3594	NC	79	96	NC	493	476	NC	18	22	NC	29	46	NC	11	11	NC	43	21
Hispanic	19	202	28100	106	90	98	535	507	482	6	7	18	12	34	47	12	14	11	71	44	24
Asian/Pacific Islander	NC	18	1447	NC	100	95	NC	550	527	NC	0	5	NC	19	26	NC	6	11	NC	75	58
American Indian/Alaskan Native	--	12	5292	--	100	113	--	528	463	--	9	31	--	27	47	--	9	8	--	55	14
White	46	655	35389	98	91	96	533	522	514	0	4	6	10	24	32	21	16	14	69	56	48
Students with Disabilities	11	112	9022	100	90	105	498	474	465	0	17	31	50	52	43	25	11	8	25	20	17
Students without Disabilities	59	891	67208	102	100	100	536	521	500	2	4	12	7	26	38	21	15	12	71	55	38
Limited English Proficient Students	NC	19	14826	NC	61	113	NC	442	460	NC	50	31	NC	25	51	NC	25	8	NC	0	10
Migrant Students	--	NC	837				--	NC	478	--	NC	19	--	NC	51	--	NC	8	--	NC	21
Economically Disadvantaged	--	33	25037				--	444	477	--	37	21	--	50	47	--	10	11	--	3	21
Non-Economically Disadvantaged	70	970	51193				533	521	507	2	4	9	10	26	35	21	15	13	68	55	43

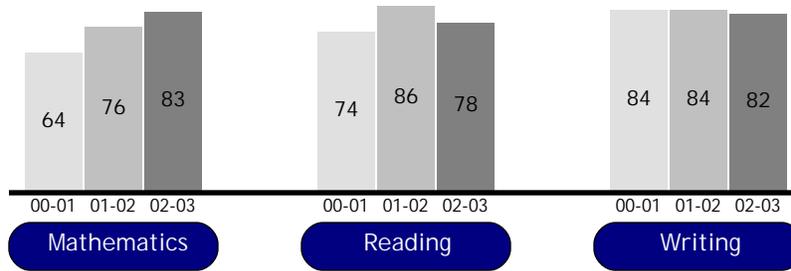
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1005	76202	101	99	101	510	511	505	8	10	19	26	22	24	55	53	46	11	15	11
All Students (Prior Year)	57	983	72779	NA	NA	NA	511	512	505	4	10	21	23	18	20	53	50	43	19	22	15
Female	34	505	37231	103	99	100	508	513	507	3	9	16	26	21	24	58	53	48	13	17	13
Male	36	497	38718	100	98	101	512	508	503	13	11	22	26	24	24	52	53	44	10	12	10
African American	NC	33	3600	NC	79	97	NC	508	497	NC	21	28	NC	29	29	NC	32	39	NC	18	5
Hispanic	19	202	28090	106	90	98	499	506	497	18	17	28	35	26	30	41	46	37	6	11	5
Asian/Pacific Islander	NC	18	1443	NC	100	95	NC	513	515	NC	6	9	NC	13	19	NC	56	53	NC	25	19
American Indian/Alaskan Native	--	12	5311	--	100	113	--	539	491	--	9	38	--	27	31	--	36	28	--	27	3
White	46	655	35371	98	91	96	515	512	512	5	7	10	19	21	20	64	57	54	12	15	16
Students with Disabilities	11	113	9097	100	91	106	482	494	493	50	29	39	25	29	27	25	39	29	0	2	5
Students without Disabilities	59	892	67105	102	100	100	512	512	506	5	9	18	26	22	24	57	54	47	12	15	12
Limited English Proficient Students	NC	19	14780	NC	61	113	NC	482	486	NC	50	50	NC	25	32	NC	25	18	NC	0	1
Migrant Students	--	NC	832				--	NC	492	--	NC	36	--	NC	31	--	NC	31	--	NC	3
Economically Disadvantaged	--	33	24961				--	485	495	--	46	32	--	31	30	--	23	34	--	0	4
Non-Economically Disadvantaged	70	972	51241				510	512	509	8	9	14	26	22	22	55	54	51	11	15	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	66	985	74692	96	97	99	513	516	502	5	8	18	21	24	27	71	59	47	3	9	8
All Students (Prior Year)	55	973	70710	NA	NA	NA	530	533	512	10	6	17	25	21	26	38	50	42	27	23	16
Female	31	493	36710	94	97	99	517	521	509	0	6	14	16	23	26	81	58	50	3	12	10
Male	35	489	37742	97	97	98	509	511	495	9	10	22	25	24	28	63	60	44	3	6	6
African American	NC	31	3516	NC	74	94	NC	511	487	NC	7	26	NC	30	31	NC	59	39	NC	4	4
Hispanic	18	198	27492	100	88	96	509	505	486	12	14	27	24	28	32	65	54	38	0	5	4
Asian/Pacific Islander	NC	18	1428	NC	100	94	NC	533	528	NC	0	8	NC	25	20	NC	63	54	NC	13	18
American Indian/Alaskan Native	--	12	5166	--	100	110	--	508	470	--	18	39	--	18	32	--	55	27	--	9	2
White	45	643	34785	96	89	94	517	520	517	2	6	10	16	22	23	77	62	56	5	10	11
Students with Disabilities	NC	100	8428	NC	81	98	NC	494	472	NC	12	38	NC	35	30	NC	50	29	NC	4	3
Students without Disabilities	59	885	66264	102	99	99	516	517	503	3	8	17	17	23	27	76	59	48	3	9	8
Limited English Proficient Students	NC	18	14363	NC	58	109	NC	447	459	NC	50	47	NC	25	34	NC	25	19	NC	0	1
Migrant Students	--	NC	814				--	NC	475	--	NC	33	--	NC	37	--	NC	27	--	NC	2
Economically Disadvantaged	--	32	24507				--	464	480	--	48	31	--	32	33	--	16	33	--	4	3
Non-Economically Disadvantaged	66	953	50185				513	518	511	5	7	13	21	23	24	71	60	53	3	9	10

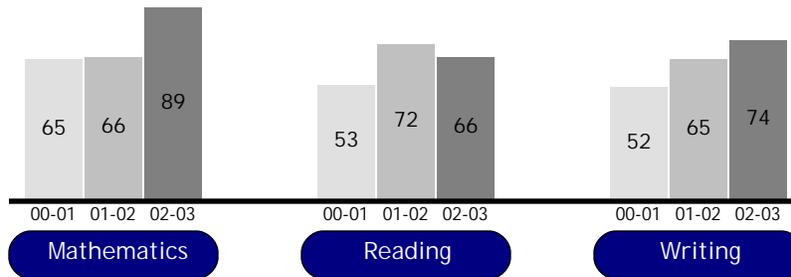
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2002-03

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

**Glossary:**

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

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

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

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

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

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

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

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	44	62	53	100	48	58	44	95	57	63	50
	Language	93	47	57	45	100	55	54	39	100	56	57	43
	Mathematics	93	63	69	56	100	60	66	52	100	72	71	57
3	Reading	88	48	59	50	98	44	57	43	97	61	61	47
	Language	88	58	63	55	99	53	62	50	100	65	65	54
	Mathematics	88	65	64	53	99	53	66	50	100	61	69	54
4	Reading	81	70	65	55	98	51	59	47	99	41	66	52
	Language	91	57	58	50	98	47	53	45	99	44	58	48
	Mathematics	91	62	66	56	97	54	60	52	97	49	67	57
5	Reading	97	55	62	51	100	47	58	46	98	59	61	50
	Language	100	53	56	46	100	52	51	43	100	55	53	46
	Mathematics	100	65	66	56	100	70	65	54	100	78	66	57
6	Reading	98	61	65	54	100	56	62	49	100	55	64	53
	Language	98	44	54	46	100	52	55	42	100	45	56	45
	Mathematics	100	67	73	61	100	71	73	58	98	73	73	62

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

School Safety

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

Focus on physical plant, evacuation plans, etc. Discipline Committee provides schoolwide plan to promote a safe school campus. Students who demonstrate appropriate behavior are rewarded. Increased communication with parents. Member LINKS project.

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) :

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

Contacts

	Name	Phone Number
School Site Council	Lynnette Brunderman	(520) 579-4900
Transportation Policy	Bob Thomas	(520) 682-4707
Community Resources	Lynnette Brunderman	(520) 579-4900
School Nutrition Programs	Thornydale Cafeteria	(520) 579-4933
Parent Organization	Leah Weber	(520) 579-4900
Student Health/Nurse	Stella Tellez	(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."

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

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

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

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

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

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)