

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7751 N. Oldfather Rd., 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Ms. Lynnette Brunderman
 Schedule : 07:00 AM to 05:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 475
 Web Address : www.maranausd.org
 Phone Number : (520) 579-4900
 Fax Number : (520) 579-4909
 E-mail : L.A.Brunderman@maranausd.org

Mission

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.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

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 / Academic Goals

- ü Design learning opportunities to meet each child's academic, social and emotional needs, maximizing the potential for a life of learning.
- ü Increase skills in reading fluency and comprehension, written communication and mathematics so that students may successfully master the Arizona State Standards.
- ü Provide every student with an educational program that meets his/her needs, building on abilities and strengthening weaknesses.
- ü Increase our children's opportunities to become productive citizens, including providing the opportunity for community service.

Enrollment

October 1, 2004 School Year Student Enrollment : 481
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 112

Instructional Programs

- ü Standards-based Curriculum/Instruction
- ü At-risk Program
- ü Computer Assisted Programs
- ü Remedial Reading and Title I Reading
- ü Multiage and Traditional Classrooms
- ü Academic Tutoring
- ü Law Related Education
- ü Music Instruction and Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 5 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

A comprehensive Parent/Student Handbook is provided yearly. Academic and behavioral standards are communicated through student planners, parent orientation, parent-teacher conferences, the school and district websites and student assemblies. Thornydale supports drug/tobacco/gun-free policies. Professional standards for faculty are in place.

Parents

The 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. Parents are invited to participate at school both during the school day and during after school events.

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.

School Honors

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

Award/Honor	Year
ü Tucson Area Reading Council-Celebrate Literacy Award	2002
ü U of AZ Outstanding Educator Award	2002
ü Wal-Mart Regional Teacher of the Year	2005
ü Arizona Reading Association - Celebrate Literacy Award	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	80	985	79306	100	100	99	421	462	445	15	6	10	11	10	18	50	53	51	24	32	20
All Students (Prior Year)	74	956	75509	100	100	100	521	537	521	15	8	13	13	18	23	40	33	33	32	41	31
Female	38	465	38691	100	100	99	423	459	446	14	8	10	14	8	18	54	56	52	17	28	20
Male	42	520	40583	100	99	99	420	464	445	16	4	11	8	12	18	46	50	50	30	34	21
African American	NC	34	4041	NC	100	99	NC	435	426	NC	6	17	NC	15	23	NC	70	50	NC	9	10
Hispanic	21	254	32869	95	100	99	422	450	429	6	8	15	17	14	25	44	54	51	33	24	10
Asian/Pacific Islander	NC	23	1935	NC	100	99	NC	447	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	NC	16	4264	NC	89	100	NC	440	419	NC	8	19	NC	31	30	NC	46	45	NC	15	6
White	52	658	36197	100	100	99	438	469	463	19	5	5	9	8	11	51	52	53	21	36	31
Students with Disabilities	17	161	10321	100	100	100	278	399	389	44	24	30	13	22	27	38	42	34	6	12	9
Students without Disabilities	63	824	69060	98	99	98	463	474	454	7	2	7	11	8	17	54	55	54	29	35	22
Limited English Proficient Students	NC	33	15509	NC	100	100	NC	355	406	NC	11	20	NC	18	30	NC	58	45	NC	13	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	29	345	39415	91	96	96	435	452	431	22	10	15	15	13	25	48	54	50	15	23	10
Non-Economically Disadvantaged	51	640	39966	100	100	100	413	467	459	11	4	6	9	8	12	51	52	52	29	36	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	80	985	79395	100	0	99	414	458	446	11	6	9	19	15	25	64	65	55	6	14	11
All Students (Prior Year)	74	953	75492	100	100	100	518	523	519	10	8	12	18	14	16	53	49	47	19	29	24
Female	38	463	38743	100	0	100	419	463	451	9	6	7	17	12	24	74	67	57	0	15	12
Male	42	522	40618	100	0	99	408	453	440	14	7	11	22	18	27	54	62	53	11	12	9
African American	NC	33	4052	NC	0	100	NC	430	434	NC	6	11	NC	22	29	NC	69	54	NC	3	6
Hispanic	21	255	32915	95	0	99	412	450	426	6	7	15	17	19	35	72	65	47	6	9	4
Asian/Pacific Islander	NC	23	1936	NC	0	99	NC	445	468	NC	0	3	NC	10	14	NC	70	63	NC	20	19
American Indian/Alaskan Native	NC	16	4271	NC	0	100	NC	431	420	NC	23	15	NC	15	42	NC	54	41	NC	8	2
White	52	658	36221	100	0	99	430	463	465	15	6	4	19	14	15	64	64	63	2	16	17
Students with Disabilities	17	161	10331	100	0	100	274	390	388	31	26	25	31	33	37	25	36	34	13	5	4
Students without Disabilities	63	824	69139	98	0	99	454	471	454	5	3	7	16	12	24	75	70	58	4	15	11
Limited English Proficient Students	NC	33	15545	NC	0	100	NC	344	399	NC	16	21	NC	27	42	NC	51	35	NC	7	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	29	344	39484	91	0	96	430	448	429	15	11	14	26	19	35	56	59	47	4	10	4
Non-Economically Disadvantaged	51	641	39986	100	0	100	404	463	461	9	4	4	16	13	16	69	67	63	7	16	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	79	984	78869	99	100	99	411	450	442	4	3	6	21	20	21	75	67	63	0	10	10
All Students (Prior Year)	74	951	75053	100	99	99	593	603	597	6	7	7	9	11	12	79	74	72	6	9	9
Female	38	464	38536	100	100	99	430	465	458	0	2	4	17	13	15	83	70	67	0	15	14
Male	41	520	40302	98	99	99	392	437	428	8	3	8	25	26	26	67	64	60	0	7	7
African American	NC	33	4015	NC	100	99	NC	436	430	NC	0	8	NC	19	24	NC	78	61	NC	3	7
Hispanic	21	255	32606	95	100	98	414	448	426	6	2	8	6	26	27	89	62	60	0	10	5
Asian/Pacific Islander	NC	23	1925	NC	100	99	NC	452	471	NC	0	3	NC	10	11	NC	70	64	NC	20	22
American Indian/Alaskan Native	NC	16	4245	NC	89	100	NC	459	423	NC	0	9	NC	31	26	NC	46	61	NC	23	4
White	51	657	36078	100	99	99	427	451	459	4	4	4	24	18	16	72	68	66	0	10	14
Students with Disabilities	16	158	10246	100	100	100	254	382	367	20	10	18	27	41	39	53	48	40	0	1	4
Students without Disabilities	63	826	68697	98	99	98	453	463	454	0	2	4	20	16	18	80	70	67	0	12	11
Limited English Proficient Students	NC	33	15339	NC	100	100	NC	347	399	NC	9	11	NC	29	31	NC	58	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	29	343	39106	91	96	95	429	436	427	0	4	8	33	29	28	67	62	59	0	5	5
Non-Economically Disadvantaged	50	641	39837	100	100	100	400	458	457	7	3	4	14	15	14	80	69	67	0	13	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	57	1000	78906	100	99	99	501	502	498	8	9	13	13	14	19	42	55	48	38	21	20
All Students (Prior Year)	71	1011	76019	100	99	100	515	508	499	4	8	14	32	35	39	13	15	14	51	41	33
Female	27	486	38644	100	100	99	499	501	500	4	9	12	15	14	19	54	58	49	27	19	19
Male	30	514	40236	100	99	99	504	502	497	11	9	15	11	15	19	30	53	46	48	23	20
African American	NC	29	4087	NC	100	99	NC	425	481	NC	28	20	NC	24	24	NC	40	45	NC	8	11
Hispanic	20	251	31938	95	99	99	511	489	481	12	12	19	0	18	25	59	56	46	29	14	10
Asian/Pacific Islander	--	21	1805	--	100	98	--	525	536	--	5	5	--	5	8	--	63	45	--	26	42
American Indian/Alaskan Native	--	19	4593	--	100	100	--	464	467	--	35	26	--	24	29	--	41	39	--	0	6
White	35	680	36483	100	99	99	514	509	517	3	7	7	18	13	13	35	56	51	44	25	30
Students with Disabilities	14	130	10664	100	100	100	379	413	430	31	35	42	46	29	27	23	34	26	0	2	5
Students without Disabilities	43	870	68310	100	98	98	541	515	509	0	6	9	3	12	18	48	58	51	50	24	22
Limited English Proficient Students	NC	31	12573	NC	100	100	NC	347	454	NC	28	27	NC	28	30	NC	43	38	NC	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	20	340	38679	95	95	96	516	493	483	11	16	20	11	19	25	39	52	45	39	13	10
Non-Economically Disadvantaged	37	660	40295	100	100	100	494	506	513	6	6	7	14	12	13	43	57	50	37	25	30

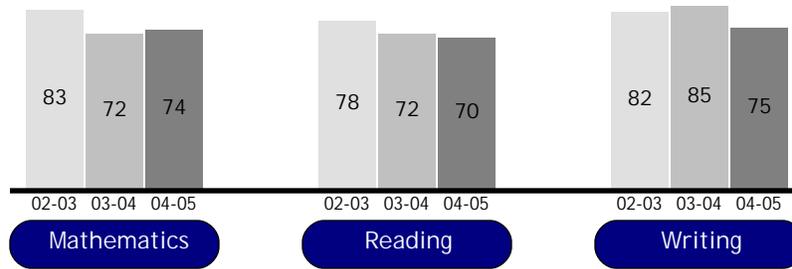
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	1002	78908	100	0	99	473	493	484	8	6	10	19	17	23	68	66	58	6	12	9
All Students (Prior Year)	71	1010	76020	100	99	100	502	509	503	17	18	25	38	24	23	33	43	40	12	15	12
Female	27	487	38648	100	0	99	480	497	489	4	5	8	12	13	22	81	69	61	4	13	10
Male	30	515	40233	100	0	99	467	489	479	11	6	12	26	20	25	56	63	55	7	11	8
African American	NC	29	4092	NC	0	99	NC	421	473	NC	16	12	NC	20	28	NC	60	54	NC	4	5
Hispanic	20	251	31940	95	0	99	482	483	465	12	7	16	24	20	32	59	65	49	6	8	3
Asian/Pacific Islander	--	21	1805	--	0	98	--	505	507	--	5	4	--	11	13	--	63	65	--	21	18
American Indian/Alaskan Native	--	19	4569	--	0	100	--	464	457	--	18	18	--	35	39	--	47	41	--	0	2
White	35	682	36502	100	0	99	484	499	502	3	4	4	18	15	14	74	67	67	6	14	15
Students with Disabilities	14	131	10665	100	0	100	369	410	423	23	24	30	54	36	36	23	38	31	0	3	2
Students without Disabilities	43	871	68312	100	0	98	507	505	493	3	3	7	8	14	21	83	70	62	8	13	10
Limited English Proficient Students	NC	31	12556	NC	0	100	NC	341	436	NC	21	24	NC	26	40	NC	51	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	20	341	38662	95	0	96	488	487	468	11	9	16	17	22	32	61	61	49	11	9	3
Non-Economically Disadvantaged	37	661	40315	100	0	100	466	496	498	6	4	5	20	14	15	71	68	66	3	13	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	57	1004	78750	100	100	99	493	505	500	6	4	6	23	24	29	72	71	63	0	2	2
All Students (Prior Year)	71	1009	75673	100	99	100	490	522	530	23	13	12	22	26	25	54	58	58	1	3	4
Female	27	487	38586	100	100	99	515	518	515	0	2	4	12	17	22	88	79	71	0	2	3
Male	30	517	40135	100	99	99	472	493	486	11	5	8	33	30	35	56	63	56	0	1	1
African American	NC	29	4081	NC	100	99	NC	448	488	NC	12	8	NC	20	32	NC	68	59	NC	0	2
Hispanic	20	250	31841	95	98	99	520	500	483	0	4	8	29	30	36	71	65	55	0	1	1
Asian/Pacific Islander	--	21	1802	--	100	98	--	530	533	--	0	2	--	16	16	--	79	75	--	5	7
American Indian/Alaskan Native	--	19	4586	--	100	100	--	487	481	--	6	8	--	41	37	--	53	54	--	0	1
White	35	685	36440	100	100	99	497	509	516	6	3	3	18	22	22	76	73	71	0	2	4
Students with Disabilities	14	131	10622	100	100	100	383	403	415	23	19	21	46	42	50	31	34	28	0	5	1
Students without Disabilities	43	873	68196	100	98	98	529	520	513	0	1	3	15	21	25	85	76	69	0	1	3
Limited English Proficient Students	NC	31	12504	NC	100	100	NC	348	451	NC	13	12	NC	45	44	NC	30	43	NC	13	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	20	342	38558	95	95	96	503	496	485	17	6	8	11	34	37	72	59	54	0	0	1
Non-Economically Disadvantaged	37	662	40260	100	100	100	488	510	514	0	2	3	29	19	21	71	76	72	0	2	4

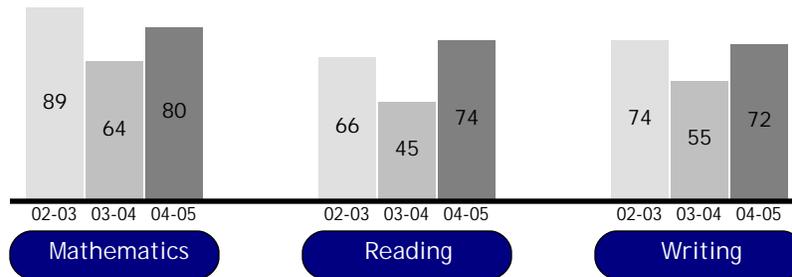
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	95	57	63	50	86	45	NA	58	100	52	53	47
	Language	100	56	57	43	98	39	50	50	100	52	50	47
	Mathematics	100	72	71	57	99	64	67	64	100	61	59	50
3	Reading	97	61	61	47	97	55	NA	55	94	44	52	44
	Language	100	65	65	54	99	56	64	61	94	43	48	44
	Mathematics	100	61	69	54	99	58	68	61	94	56	61	51
4	Reading	99	41	66	52	93	61	NA	56	99	46	54	48
	Language	99	44	58	48	95	57	56	52	99	49	55	49
	Mathematics	97	49	67	57	95	63	66	61	99	52	59	53
5	Reading	98	59	61	50	97	56	NA	55	98	54	57	50
	Language	100	55	53	46	97	50	51	49	98	54	56	50
	Mathematics	100	78	66	57	97	72	67	63	98	60	56	49
6	Reading	100	55	64	53	97	51	NA	56	100	50	59	51
	Language	100	45	56	45	97	39	51	48	100	46	53	47
	Mathematics	98	73	73	62	97	62	71	66	100	54	60	52

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)
- 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 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	30.00
Other Professional Staff	1.50	Teacher Aide	18.86

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	4	3	0	0
7 to 9 years	3	2	0	0
10 or more years	7	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Hummingbird and Butterfly Habitat
- Ü Family Resource and Wellness Center

Extracurricular Activities

- Ü Student Council
- Ü Chess Club
- Ü After School Activity Time
- Ü Choir
- Ü Drama Club
- Ü Friends of the Library Club
- Ü Before and After School Tutoring

Social Services

- Ü Probation Officer, Law-related Education
- Ü School-based Community Counseling
- Ü Lunch Program
- Ü After School Program--LEAP
- Ü Family Resource and Wellness Center
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Thornydale focused on improving reading skills and strategies for all of our students, both in the classroom and on a schoolwide basis. Reading activities included small group tutoring sessions after school, as well as focused classroom instruction.
- ü Thornydale has restructured the first grade for this school year to provide more differentiated instruction than ever before. Working as a grade level team, the teachers have created a fluid learning environment designed to maximize learning.
- ü Thornydale also offers a Bridge Program for struggling students who do not receive special education services. These students are immersed in language and reading activities during the entire school day, boosting their skills and self-confidence.
- ü To increase learning time during the critical beginning years, all 1st and 2nd grade teachers are involved in looping. Students stay with the same teacher for two years, saving 4-6 weeks of instructional time typically lost with teacher transition.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

The Discipline Committee provides a schoolwide plan to promote a safe school campus. Students who demonstrate appropriate behavior are rewarded. Increased communication with parents is key. As a member of the LINKS project, Thornydale is working with several evidence-based programs, including Positive Behavior Supports, Caring School Communities and Think Time Strategy. We also focus on the physical plant, evacuation plans, etc.

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) :

6

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	Lynnette Brunderman	(520) 579-4900
Transportation Policy	Don Powers	(520) 682-1055
Community Resources	Lynnette Brunderman	(520) 579-4900
School Nutrition Programs	Holly Smith	(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 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.

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.

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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.