

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7651 N. Oldfather Dr., 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)

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

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

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 Overview

Principal/Administrator : Dr. Lynnette Brunderman
 Schedule : 07:00 AM to 04:00 PM
 Grades : Pre-K-6
 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.

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, mathematics, social studies and science 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, 2005 School Year Student Enrollment : 524
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 163

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 :	8/14/2005
Last Day of School :	5/24/2006

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 Names Arizona A+ School	2006
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	53	1002	80010	100	99	99	456	464	447	8	5	10	13	11	18	53	58	53	26	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	480	38935	96	100	99	452	465	447	13	4	9	17	10	19	43	59	55	26	27	17
Male	30	522	40974	100	99	98	458	463	448	3	5	11	10	11	18	60	57	52	27	27	19
African American	NC	37	4201	NC	100	99	NC	441	430	NC	14	17	NC	11	23	NC	62	51	NC	14	9
Hispanic	16	261	34545	100	99	99	442	453	432	6	6	14	19	15	24	63	61	53	13	18	9
Asian/Pacific Islander	NC	23	2068	NC	96	99	NC	470	474	NC	9	4	NC	9	10	NC	52	50	NC	30	36
American Indian/Alaskan Native	NC	22	3979	NC	96	96	NC	461	424	NC	NA	17	NC	14	30	NC	68	47	NC	18	6
White	32	659	35142	97	100	99	460	469	465	6	4	5	13	9	11	53	56	56	28	31	28
Students with Disabilities	NC	145	10161	NC	96	93	NC	434	419	NC	16	28	NC	24	28	NC	48	36	NC	12	8
Students without Disabilities	45	857	69849	100	100	100	460	469	451	4	3	7	16	8	17	49	60	56	31	29	19
Limited English Proficient Students	--	32	14013	--	100	97	--	425	413	--	19	24	--	28	34	--	50	39	--	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	24	317	39029	96	98	98	444	451	432	8	7	14	17	18	25	58	58	52	17	17	9
Non-Economically Disadvantaged	29	685	40981	100	100	100	465	470	462	7	4	6	10	7	13	48	58	54	34	31	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	52	1000	79438	98	99	98	459	469	451	4	3	9	25	17	24	58	64	56	13	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	480	38775	96	100	99	461	476	457	9	3	7	17	14	22	61	65	58	13	19	13
Male	29	520	40560	100	99	97	457	462	446	NA	4	12	31	20	25	55	63	54	14	12	9
African American	NC	37	4178	NC	100	98	NC	452	439	NC	5	13	NC	30	29	NC	46	52	NC	19	6
Hispanic	16	262	34297	100	99	98	446	459	434	6	5	14	25	22	31	63	63	50	6	10	5
Asian/Pacific Islander	NC	22	2063	NC	92	99	NC	485	475	NC	NA	3	NC	14	15	NC	45	63	NC	41	20
American Indian/Alaskan Native	NC	22	3940	NC	96	95	NC	465	429	NC	NA	14	NC	18	36	NC	82	47	NC	NA	3
White	32	657	34887	97	99	98	461	473	471	3	3	4	28	15	15	56	65	63	13	18	18
Students with Disabilities	NC	142	9588	NC	94	88	NC	428	416	NC	14	30	NC	39	32	NC	39	34	NC	7	5
Students without Disabilities	45	858	69850	100	100	100	464	475	456	2	2	7	22	13	23	62	68	59	13	17	12
Limited English Proficient Students	--	32	13856	--	100	96	--	421	407	--	22	27	--	31	43	--	47	29	--	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	24	316	38685	96	98	97	447	453	435	4	8	14	33	23	32	58	62	50	4	8	5
Non-Economically Disadvantaged	28	684	40753	100	100	99	469	476	467	4	1	5	18	14	16	57	65	62	21	19	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	53	998	79971	100	99	99	414	431	423	8	4	8	51	40	41	42	53	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	481	38974	96	100	99	425	446	437	4	2	5	43	29	33	52	66	57	NA	4	4
Male	30	517	40895	100	98	98	404	417	410	10	6	10	57	50	47	33	42	41	NA	2	2
African American	NC	37	4203	NC	100	99	NC	403	411	NC	11	11	NC	51	45	NC	38	43	NC	NA	2
Hispanic	16	262	34481	100	99	99	416	425	410	NA	5	10	75	42	46	25	49	43	NA	3	1
Asian/Pacific Islander	NC	23	2067	NC	96	99	NC	447	449	NC	9	4	NC	17	28	NC	74	60	NC	NA	8
American Indian/Alaskan Native	NC	22	3995	NC	96	96	NC	438	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	32	654	35150	97	99	99	412	434	437	9	3	5	44	39	35	47	55	56	NA	3	5
Students with Disabilities	NC	140	10258	NC	93	94	NC	388	377	NC	16	23	NC	53	51	NC	30	25	NC	1	1
Students without Disabilities	45	858	69713	100	100	100	416	438	429	7	2	5	53	38	39	40	57	52	NA	3	3
Limited English Proficient Students	--	30	13985	--	94	97	--	404	382	--	10	18	--	53	54	--	37	27	--	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	24	314	38994	96	98	98	390	419	409	13	6	10	67	46	47	21	46	41	NA	1	1
Non-Economically Disadvantaged	29	684	40977	100	100	100	433	436	437	3	3	5	38	37	34	59	57	56	NA	3	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	78	1005	80147	99	99	99	479	495	482	10	5	11	15	11	17	50	54	49	24	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	486	39281	100	99	99	479	496	483	5	4	9	15	10	17	58	56	50	23	29	24
Male	38	519	40780	97	98	98	479	494	482	16	6	12	16	11	17	42	52	48	26	31	24
African American	NC	41	4249	NC	98	99	NC	473	464	NC	7	17	NC	15	22	NC	71	48	NC	7	13
Hispanic	22	253	33494	100	98	99	497	489	466	5	6	15	23	15	23	36	53	49	36	26	14
Asian/Pacific Islander	NC	24	2103	NC	100	99	NC	499	515	NC	NA	4	NC	8	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	NC	15	4117	NC	94	96	NC	485	456	NC	7	19	NC	20	27	NC	47	46	NC	27	8
White	50	672	36122	100	99	99	475	499	501	12	5	5	10	9	10	56	53	50	22	34	35
Students with Disabilities	20	140	10295	95	92	92	432	453	443	40	24	33	35	25	26	20	41	33	5	9	8
Students without Disabilities	58	865	69852	100	100	100	493	502	488	NA	2	7	9	8	16	60	56	51	31	34	26
Limited English Proficient Students	NC	27	12722	NC	93	97	NC	456	441	NC	22	27	NC	19	33	NC	48	37	NC	11	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	32	333	38371	100	99	97	459	479	465	9	8	15	31	18	23	53	56	49	6	17	13
Non-Economically Disadvantaged	46	672	41776	98	99	100	493	503	498	11	4	6	4	7	11	48	52	49	37	37	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	78	1003	79686	99	99	98	473	484	470	10	5	11	18	16	24	62	69	57	10	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	483	39163	100	98	99	485	490	475	5	3	9	13	14	22	68	71	60	15	13	10
Male	38	520	40438	97	99	97	459	478	465	16	7	13	24	18	25	55	67	54	5	8	7
African American	NC	41	4228	NC	98	98	NC	474	458	NC	5	15	NC	22	28	NC	66	53	NC	7	4
Hispanic	22	253	33299	100	98	98	472	475	452	14	8	17	18	19	32	59	66	47	9	7	3
Asian/Pacific Islander	NC	24	2097	NC	100	99	NC	484	490	NC	NA	5	NC	17	13	NC	75	68	NC	8	14
American Indian/Alaskan Native	NC	15	4087	NC	94	96	NC	479	446	NC	13	16	NC	20	38	NC	60	44	NC	7	2
White	50	670	35914	100	99	98	474	487	489	8	4	5	18	14	15	62	70	67	12	12	14
Students with Disabilities	20	137	9808	95	90	87	426	440	432	40	26	35	35	34	32	20	39	30	5	1	3
Students without Disabilities	58	866	69878	100	100	100	486	490	475	NA	2	8	12	13	23	76	73	61	12	12	9
Limited English Proficient Students	NC	29	12594	NC	100	96	NC	435	422	NC	21	34	NC	45	45	NC	34	21	NC	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	32	331	38095	100	98	97	457	470	452	16	9	17	31	23	32	44	63	48	9	6	3
Non-Economically Disadvantaged	46	672	41591	98	99	99	483	490	486	7	3	6	9	12	16	74	72	65	11	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	78	998	80372	99	98	99	481	486	475	3	3	4	27	25	30	71	70	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	484	39452	100	99	99	499	498	488	NA	2	3	18	17	22	83	78	72	NA	3	3
Male	38	514	40836	97	98	98	462	474	464	5	3	6	37	33	37	58	62	56	NA	1	1
African American	NC	41	4264	NC	98	99	NC	472	465	NC	2	5	NC	29	35	NC	68	59	NC	NA	1
Hispanic	22	252	33608	100	97	99	485	482	462	5	2	6	23	31	36	73	64	57	NA	2	1
Asian/Pacific Islander	NC	24	2098	NC	100	99	NC	495	500	NC	NA	2	NC	25	16	NC	67	75	NC	8	7
American Indian/Alaskan Native	NC	15	4128	NC	94	97	NC	495	464	NC	NA	4	NC	13	39	NC	87	56	NC	NA	1
White	50	666	36213	100	98	99	481	487	489	2	3	2	26	23	22	72	72	72	NA	2	3
Students with Disabilities	20	132	10526	95	87	94	428	443	427	10	11	15	70	56	53	20	31	31	NA	2	1
Students without Disabilities	58	866	69846	100	100	100	497	492	482	NA	1	3	12	21	26	88	76	69	NA	2	2
Limited English Proficient Students	NC	27	12747	NC	93	97	NC	439	432	NC	4	12	NC	67	52	NC	30	36	NC	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	32	329	38521	100	98	98	464	470	461	3	4	6	44	33	38	53	62	55	NA	1	1
Non-Economically Disadvantaged	46	669	41851	98	98	100	493	493	489	2	2	3	15	22	22	83	74	72	NA	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	71	1027	79306	96	99	99	512	512	504	10	8	13	17	17	20	52	54	49	21	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	486	38845	94	99	99	518	509	505	9	8	11	15	18	20	45	54	50	30	20	18
Male	38	541	40383	97	99	98	506	514	504	11	8	14	18	15	19	58	54	47	13	23	19
African American	NC	33	4171	NC	97	98	NC	499	485	NC	12	20	NC	24	26	NC	45	44	NC	18	10
Hispanic	25	243	32673	96	98	99	487	504	487	12	9	18	24	17	25	56	58	46	8	16	10
Asian/Pacific Islander	NC	28	2147	NC	100	99	NC	523	539	NC	4	5	NC	21	10	NC	43	46	NC	32	40
American Indian/Alaskan Native	--	24	4034	--	100	97	--	499	479	--	17	22	--	8	29	--	58	43	--	17	7
White	42	699	36234	95	99	99	531	515	523	7	7	6	10	16	13	52	53	52	31	23	28
Students with Disabilities	11	169	10286	85	95	91	446	471	462	55	28	41	27	31	27	18	35	27	NA	6	5
Students without Disabilities	60	858	69020	98	100	100	523	519	510	2	4	9	15	14	18	58	58	52	25	24	21
Limited English Proficient Students	NC	23	10291	NC	100	96	NC	455	458	NC	35	38	NC	39	34	NC	26	26	NC	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	18	283	37437	90	98	97	493	490	486	17	16	19	22	22	26	44	52	46	17	10	9
Non-Economically Disadvantaged	53	744	41869	98	100	100	518	520	521	8	5	7	15	15	14	55	55	51	23	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	65	1016	79000	88	98	98	502	502	489	2	4	10	18	18	24	71	66	58	9	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	482	38774	86	99	99	513	504	494	NA	4	7	10	16	22	77	69	61	13	12	10
Male	35	534	40150	90	97	98	492	500	485	3	5	12	26	20	25	66	63	55	6	12	8
African American	NC	34	4153	NC	100	98	NC	489	476	NC	6	13	NC	26	30	NC	62	53	NC	6	4
Hispanic	21	236	32508	81	95	98	482	494	472	5	5	15	43	25	33	43	61	49	10	9	3
Asian/Pacific Islander	NC	28	2142	NC	100	99	NC	521	510	NC	NA	4	NC	7	14	NC	79	67	NC	14	16
American Indian/Alaskan Native	--	24	4016	--	100	96	--	490	467	--	8	14	--	25	37	--	63	46	--	4	2
White	40	694	36135	91	99	98	515	505	508	NA	4	4	5	16	14	85	67	67	10	13	15
Students with Disabilities	NC	159	9991	NC	90	88	NC	461	449	NC	16	33	NC	45	36	NC	38	29	NC	NA	2
Students without Disabilities	60	857	69009	98	100	100	504	509	495	2	2	6	13	13	22	75	71	62	10	14	10
Limited English Proficient Students	NC	21	10199	NC	91	95	NC	440	439	NC	29	35	NC	62	47	NC	10	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	15	274	37234	75	94	97	484	482	472	7	9	15	33	29	33	53	57	50	7	5	3
Non-Economically Disadvantaged	50	742	41766	93	99	99	507	509	505	NA	2	5	14	14	16	76	69	65	10	14	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	71	1028	79611	96	99	99	494	509	496	4	3	7	38	32	37	58	64	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	487	39016	94	100	99	515	524	511	3	2	4	21	22	29	76	75	66	NA	2	1
Male	38	541	40519	97	99	98	475	497	482	5	4	10	53	41	44	42	54	46	NA	0	0
African American	NC	33	4188	NC	97	98	NC	508	486	NC	NA	9	NC	36	40	NC	64	50	NC	NA	0
Hispanic	26	244	32855	100	98	99	459	503	481	12	5	10	50	32	43	38	62	47	NA	0	0
Asian/Pacific Islander	NC	28	2149	NC	100	100	NC	531	519	NC	NA	4	NC	14	24	NC	79	70	NC	7	2
American Indian/Alaskan Native	--	24	3992	--	100	96	--	503	478	--	4	10	--	33	46	--	63	44	--	NA	0
White	41	699	36380	93	99	99	516	511	511	NA	3	4	32	32	30	68	64	65	NA	1	1
Students with Disabilities	11	171	10664	85	97	94	463	465	440	NA	11	23	82	64	54	18	26	22	NA	NA	1
Students without Disabilities	60	857	68947	98	100	100	499	518	504	5	2	4	30	25	34	65	72	61	NA	1	1
Limited English Proficient Students	NC	23	10362	NC	100	97	NC	453	438	NC	13	22	NC	74	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	18	286	37626	90	99	98	486	492	479	6	7	10	44	42	45	50	51	45	NA	NA	0
Non-Economically Disadvantaged	53	742	41985	98	99	100	497	516	511	4	2	4	36	28	30	60	69	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	61	1019	79327	100	100	98	531	530	518	10	12	19	23	16	20	44	51	46	23	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	502	38961	100	100	98	530	532	520	3	12	16	25	15	20	59	53	48	13	21	16
Male	29	516	40295	100	99	97	533	529	516	17	12	21	21	18	19	28	49	44	34	21	16
African American	NC	25	4247	NC	89	98	NC	516	499	NC	20	27	NC	16	24	NC	56	41	NC	8	8
Hispanic	24	263	32327	100	99	98	521	519	499	13	16	27	21	18	25	50	49	41	17	17	8
Asian/Pacific Islander	--	21	1939	--	100	99	--	557	556	--	5	6	--	NA	10	--	52	47	--	43	36
American Indian/Alaskan Native	--	17	4391	--	100	96	--	483	489	--	47	32	--	12	27	--	41	36	--	NA	4
White	36	692	36373	100	100	98	541	535	538	6	9	10	25	16	14	42	52	52	28	23	25
Students with Disabilities	10	131	9321	100	97	87	NA	471	467	NA	46	54	NA	31	22	NA	21	21	NA	3	3
Students without Disabilities	51	888	70006	100	100	100	544	538	524	4	7	14	18	14	19	51	56	49	27	24	18
Limited English Proficient Students	NC	21	9431	NC	95	95	NC	470	466	NC	43	53	NC	33	27	NC	24	18	NC	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	19	305	37097	100	99	97	524	512	498	16	18	27	16	23	25	53	46	41	16	13	7
Non-Economically Disadvantaged	42	714	42230	100	100	99	535	538	535	7	9	11	26	14	15	40	53	50	26	24	24

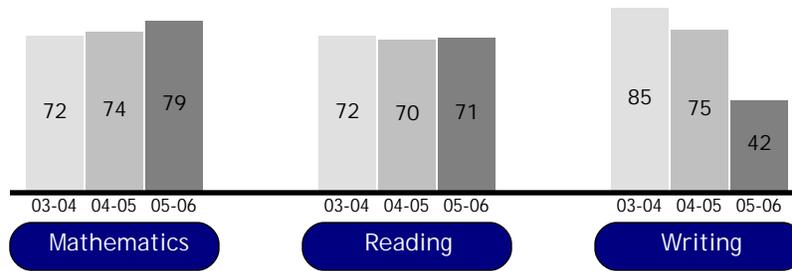
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	1012	79501	100	99	98	511	513	497	7	5	10	22	19	25	62	69	60	9	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	498	39062	100	99	99	514	520	502	NA	4	8	26	16	23	71	72	64	3	8	5
Male	27	513	40368	100	98	98	507	507	491	15	7	13	19	22	27	52	66	57	15	6	3
African American	NC	26	4279	NC	93	99	NC	509	485	NC	8	14	NC	12	30	NC	77	54	NC	4	2
Hispanic	21	257	32389	91	97	98	511	503	478	10	7	16	19	25	34	62	63	48	10	5	1
Asian/Pacific Islander	--	21	1936	--	100	99	--	528	519	--	NA	3	--	10	14	--	81	73	--	10	9
American Indian/Alaskan Native	--	16	4401	--	94	96	--	473	473	--	25	17	--	25	40	--	50	43	--	NA	1
White	36	691	36446	100	100	99	513	518	516	3	4	4	25	17	15	64	71	73	8	8	7
Students with Disabilities	NC	124	9411	NC	92	88	NC	464	453	NC	26	36	NC	44	36	NC	31	26	NC	NA	1
Students without Disabilities	51	888	70090	100	100	100	519	519	502	4	2	7	16	15	24	71	74	65	10	8	5
Limited English Proficient Students	NC	21	9401	NC	95	94	NC	437	443	NC	43	40	NC	57	46	NC	NA	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	18	299	37183	95	97	97	509	501	479	6	8	16	33	27	34	56	62	49	6	4	1
Non-Economically Disadvantaged	40	713	42318	100	100	99	512	518	513	8	4	5	18	15	17	65	72	70	10	9	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	60	1019	80000	100	100	99	555	577	564	3	2	3	13	8	11	78	75	75	5	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	502	39288	100	100	99	581	593	579	NA	2	2	3	3	6	90	73	77	6	22	16
Male	29	516	40644	100	99	98	529	562	549	7	3	4	24	12	15	66	77	74	3	8	7
African American	NC	27	4307	NC	96	99	NC	567	551	NC	4	4	NC	15	13	NC	74	75	NC	7	7
Hispanic	24	263	32672	100	99	99	556	570	548	4	3	4	17	10	14	71	76	76	8	11	6
Asian/Pacific Islander	--	21	1945	--	100	99	--	612	592	--	NA	1	--	NA	4	--	67	69	--	33	25
American Indian/Alaskan Native	--	17	4424	--	100	97	--	554	549	--	NA	3	--	6	14	--	94	77	--	NA	5
White	35	690	36602	100	100	99	558	580	579	3	2	2	9	7	7	86	74	75	3	16	16
Students with Disabilities	NC	132	9919	NC	98	93	NC	516	505	NC	9	9	NC	33	35	NC	56	54	NC	2	2
Students without Disabilities	51	887	70081	100	100	100	564	586	571	4	1	2	4	4	7	86	78	79	6	17	12
Limited English Proficient Students	NC	21	9571	NC	95	96	NC	498	502	NC	10	10	NC	33	29	NC	57	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	19	305	37534	100	99	98	550	562	547	5	4	4	5	10	15	84	76	76	5	10	5
Non-Economically Disadvantaged	41	714	42466	100	100	100	558	584	578	2	1	2	17	7	7	76	75	75	5	17	16

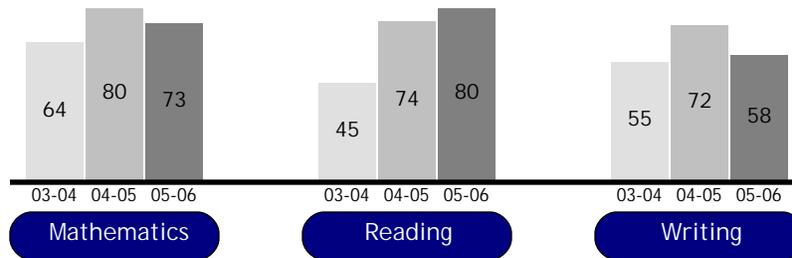
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	86	45	NA	58	100	52	53	47	91	46	58	46
	Language	98	39	50	50	100	52	50	47	91	44	50	48
	Mathematics	99	64	67	64	100	61	59	50	93	58	61	52
3	Reading	97	55	NA	55	94	44	52	44	94	46	56	46
	Language	99	56	64	61	94	43	48	44	96	44	50	46
	Mathematics	99	58	68	61	94	56	61	51	96	61	65	52
4	Reading	93	61	NA	56	99	46	54	48	95	54	59	52
	Language	95	57	56	52	99	49	55	49	96	50	59	52
	Mathematics	95	63	66	61	99	52	59	53	95	56	65	58
5	Reading	97	56	NA	55	98	54	57	50	86	67	65	56
	Language	97	50	51	49	98	54	56	50	95	58	59	54
	Mathematics	97	72	67	63	98	60	56	49	95	59	59	52
6	Reading	97	51	NA	56	100	50	59	51	97	67	67	56
	Language	97	39	51	48	100	46	53	47	100	54	59	50
	Mathematics	97	62	71	66	100	54	60	52	100	65	67	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)
- 4 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	32.50
Other Professional Staff	1.50	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	5	0	0
4 to 6 years	3	2	0	0
7 to 9 years	3	2	0	0
10 or more years	8	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	158
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	14%
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 2005-06

School Achievements/Accomplishments 2005-06

- ü Thornycastle 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 Thornycastle 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 Thornycastle 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 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

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 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.

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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.