

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2598 Starlite Lane, Lake Havasu City, AZ 86403

Telesis Center for Learning, Inc.

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Sandy K. Breece Ed.D.
 Schedule : 07:15 AM to 03:19 PM
 Grades : K-8
 Web Address : www.telesis-academy.org
 Phone Number : (928) 855-8661
 Fax Number : (928) 855-9302
 E-mail : sbreece@telesis-academy.org

Mission

Telesis Preparatory is a K-8 school committed to offering curriculum individually designed and delivered to meet the needs of each student in real preparation for lifelong learning.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü The 2005-06 school year is focused on student achievement and character. Telesis seeks to stay on the cutting edge of education and the needs and requirements of the future. Students are prepared and able to meet the challenges of tomorrow.
- ü Telesis continues to look for new ways to strengthen the relationship between student, parent and teachers. BY creating a strong working relationship, the students receive support from home-school that helps them to succeed.
- ü Strong reading and comprehension skills are a focus for the 04-05 school year. The best programs and methods available will be used. Staff development and continuing low student-teacher ratios will play a key roll in the success of this program.
- ü Students will receive a more individualized approach to math instruction that will strengthen skills. Mastery based promotion will be utilized to ensure that students reach their potential.

Enrollment

October 1, 2005 School Year Student Enrollment : 276
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 278

Instructional Programs

- Ü Individualized and Integrated Curriculum
- Ü Mastery Based Promotion
- Ü Work/Progress at Own Pace
- Ü Challenge Without Frustration
- Ü Accelerated Reading and Math
- Ü Houghton Mifflin Reading
- Ü Saxon Math
- Ü Tech, Foreign Language, Arts, PE

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/18/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

High expectations of students; highly qualified, caring staff; regular communication; high academic standards; character education integrated throughout curriculum; narrative reports written for every student/parents at the conclusion of each semester.

Parents

Regular communication; ensure daily attendance; supportive of school rules and policies; active in learning process; attendance at required parent/teacher conferences held twice each semester; active PTSO participation.

Transportation Policy

Telesis provides activity transportation (for field trips, sports, etc.) on the school's activity bus. Transportation to Parks and Rec after school program is available. There is no student pick-up from home to school/school to home at this time.

School Honors

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

Award/Honor	Year
Ü Positive Student Awards - LHC Optimists	1997
Ü Wal-Mart Teacher of the Year	1998
Ü 2 School-to-Work 5 Star Practice Awards	1999
Ü Best Education Practice Certificate of Achievement	2000

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	33	33	80010	100	100	99	452	452	447	9	9	10	21	21	18	42	42	53	27	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	38935	100	100	99	446	446	447	11	11	9	22	22	19	44	44	55	22	22	17
Male	15	15	40974	100	100	98	459	459	448	7	7	11	20	20	18	40	40	52	33	33	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	25	25	35142	100	100	99	453	453	465	8	8	5	20	20	11	48	48	56	24	24	28
Students with Disabilities	--	--	10161	--	--	93	--	--	419	--	--	28	--	--	28	--	--	36	--	--	8
Students without Disabilities	33	33	69849	100	100	100	452	452	451	9	9	7	21	21	17	42	42	56	27	27	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	10	10	39029	91	91	98	NA	NA	432	NA	NA	14	NA	NA	25	NA	NA	52	NA	NA	9
Non-Economically Disadvantaged	23	23	40981	100	100	100	459	459	462	9	9	6	13	13	13	43	43	54	35	35	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	33	33	79438	100	100	98	470	470	451	3	3	9	12	12	24	67	67	56	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	38775	100	100	99	468	468	457	6	6	7	6	6	22	78	78	58	11	11	13
Male	15	15	40560	100	100	97	473	473	446	NA	NA	12	20	20	25	53	53	54	27	27	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	25	25	34887	100	100	98	471	471	471	4	4	4	8	8	15	68	68	63	20	20	18
Students with Disabilities	--	--	9588	--	--	88	--	--	416	--	--	30	--	--	32	--	--	34	--	--	5
Students without Disabilities	33	33	69850	100	100	100	470	470	456	3	3	7	12	12	23	67	67	59	18	18	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	10	10	38685	91	91	97	NA	NA	435	NA	NA	14	NA	NA	32	NA	NA	50	NA	NA	5
Non-Economically Disadvantaged	23	23	40753	100	100	99	476	476	467	4	4	5	9	9	16	65	65	62	22	22	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	33	33	79971	100	100	99	410	410	423	9	9	8	45	45	41	45	45	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	18	38974	100	100	99	424	424	437	NA	NA	5	56	56	33	44	44	57	NA	NA	4
Male	15	15	40895	100	100	98	394	394	410	20	20	10	33	33	47	47	47	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	25	25	35150	100	100	99	415	415	437	8	8	5	44	44	35	48	48	56	NA	NA	5
Students with Disabilities	--	--	10258	--	--	94	--	--	377	--	--	23	--	--	51	--	--	25	--	--	1
Students without Disabilities	33	33	69713	100	100	100	410	410	429	9	9	5	45	45	39	45	45	52	NA	NA	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	10	10	38994	91	91	98	NA	NA	409	NA	NA	10	NA	NA	47	NA	NA	41	NA	NA	1
Non-Economically Disadvantaged	23	23	40977	100	100	100	414	414	437	4	4	5	39	39	34	57	57	56	NA	NA	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	27	27	80147	96	96	99	472	472	482	7	7	11	22	22	17	59	59	49	11	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	13	39281	93	93	99	458	458	483	8	8	9	38	38	17	46	46	50	8	8	24
Male	14	14	40780	100	100	98	485	485	482	7	7	12	7	7	17	71	71	48	14	14	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	23	23	36122	96	96	99	473	473	501	4	4	5	22	22	10	65	65	50	9	9	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	25	25	69852	96	96	100	477	477	488	NA	NA	7	24	24	16	64	64	51	12	12	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	10	10	38371	91	91	97	NA	NA	465	NA	NA	15	NA	NA	23	NA	NA	49	NA	NA	13
Non-Economically Disadvantaged	17	17	41776	100	100	100	481	481	498	NA	NA	6	29	29	11	59	59	49	12	12	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	27	27	79686	96	96	98	473	473	470	NA	NA	11	26	26	24	70	70	57	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	13	39163	93	93	99	467	467	475	NA	NA	9	23	23	22	69	69	60	8	8	10
Male	14	14	40438	100	100	97	478	478	465	NA	NA	13	29	29	25	71	71	54	NA	NA	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	23	23	35914	96	96	98	477	477	489	NA	NA	5	22	22	15	74	74	67	4	4	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	25	25	69878	96	96	100	478	478	475	NA	NA	8	20	20	23	76	76	61	4	4	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	10	10	38095	91	91	97	NA	NA	452	NA	NA	17	NA	NA	32	NA	NA	48	NA	NA	3
Non-Economically Disadvantaged	17	17	41591	100	100	99	486	486	486	NA	NA	6	18	18	16	76	76	65	6	6	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	27	27	80372	96	96	99	471	471	475	4	4	4	33	33	30	59	59	64	4	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	13	13	39452	93	93	99	462	462	488	8	8	3	23	23	22	69	69	72	NA	NA	3
Male	14	14	40836	100	100	98	480	480	464	NA	NA	6	43	43	37	50	50	56	7	7	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	23	23	36213	96	96	99	475	475	489	4	4	2	26	26	22	65	65	72	4	4	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	25	25	69846	96	96	100	474	474	482	4	4	3	28	28	26	64	64	69	4	4	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	10	10	38521	91	91	98	NA	NA	461	NA	NA	6	NA	NA	38	NA	NA	55	NA	NA	1
Non-Economically Disadvantaged	17	17	41851	100	100	100	477	477	489	6	6	3	12	12	22	76	76	72	6	6	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	22	22	79306	100	100	99	486	486	504	5	5	13	32	32	20	59	59	49	5	5	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	38845	100	100	99	NA	NA	505	NA	NA	11	NA	NA	20	NA	NA	50	NA	NA	18
Male	12	12	40383	100	100	98	489	489	504	8	8	14	25	25	19	58	58	47	8	8	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	20	20	36234	100	100	99	490	490	523	5	5	6	25	25	13	65	65	52	5	5	28
Students with Disabilities	--	--	10286	--	--	91	--	--	462	--	--	41	--	--	27	--	--	27	--	--	5
Students without Disabilities	22	22	69020	100	100	100	486	486	510	5	5	9	32	32	18	59	59	52	5	5	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	NC	37437	NC	NC	97	NC	NC	486	NC	NC	19	NC	NC	26	NC	NC	46	NC	NC	9
Non-Economically Disadvantaged	14	14	41869	100	100	100	494	494	521	NA	NA	7	36	36	14	57	57	51	7	7	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	22	22	79000	100	100	98	498	498	489	9	9	10	18	18	24	59	59	58	14	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	38774	100	100	99	NA	NA	494	NA	NA	7	NA	NA	22	NA	NA	61	NA	NA	10
Male	12	12	40150	100	100	98	490	490	485	17	17	12	25	25	25	42	42	55	17	17	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	20	20	36135	100	100	98	499	499	508	10	10	4	20	20	14	55	55	67	15	15	15
Students with Disabilities	--	--	9991	--	--	88	--	--	449	--	--	33	--	--	36	--	--	29	--	--	2
Students without Disabilities	22	22	69009	100	100	100	498	498	495	9	9	6	18	18	22	59	59	62	14	14	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	NC	37234	NC	NC	97	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	50	NC	NC	3
Non-Economically Disadvantaged	14	14	41766	100	100	99	507	507	505	NA	NA	5	21	21	16	57	57	65	21	21	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	22	22	79611	100	100	99	470	470	496	18	18	7	27	27	37	55	55	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	39016	100	100	99	NA	NA	511	NA	NA	4	NA	NA	29	NA	NA	66	NA	NA	1
Male	12	12	40519	100	100	98	450	450	482	25	25	10	33	33	44	42	42	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	20	20	36380	100	100	99	480	480	511	15	15	4	25	25	30	60	60	65	NA	NA	1
Students with Disabilities	--	--	10664	--	--	94	--	--	440	--	--	23	--	--	54	--	--	22	--	--	1
Students without Disabilities	22	22	68947	100	100	100	470	470	504	18	18	4	27	27	34	55	55	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	37626	NC	NC	98	NC	NC	479	NC	NC	10	NC	NC	45	NC	NC	45	NC	NC	0
Non-Economically Disadvantaged	14	14	41985	100	100	100	457	457	511	21	21	4	21	21	30	57	57	65	NA	NA	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	32	32	79327	100	100	98	475	475	518	44	44	19	31	31	20	22	22	46	3	3	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	38961	100	100	98	467	467	520	53	53	16	27	27	20	20	20	48	NA	NA	16
Male	17	17	40295	100	100	97	483	483	516	35	35	21	35	35	19	24	24	44	6	6	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	NC	NC	32327	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	29	29	36373	100	100	98	476	476	538	41	41	10	34	34	14	21	21	52	3	3	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	31	31	70006	100	100	100	477	477	524	42	42	14	32	32	19	23	23	49	3	3	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	NC	37097	NC	NC	97	NC	NC	498	NC	NC	27	NC	NC	25	NC	NC	41	NC	NC	7
Non-Economically Disadvantaged	23	23	42230	100	100	99	479	479	535	35	35	11	39	39	15	22	22	50	4	4	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	32	32	79501	100	100	98	488	488	497	6	6	10	34	34	25	59	59	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	39062	100	100	99	479	479	502	7	7	8	47	47	23	47	47	64	NA	NA	5
Male	17	17	40368	100	100	98	495	495	491	6	6	13	24	24	27	71	71	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	NC	NC	32389	NC	NC	98	NC	NC	478	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	29	29	36446	100	100	99	487	487	516	7	7	4	34	34	15	59	59	73	NA	NA	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	31	31	70090	100	100	100	490	490	502	3	3	7	35	35	24	61	61	65	NA	NA	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	37183	NC	NC	97	NC	NC	479	NC	NC	16	NC	NC	34	NC	NC	49	NC	NC	1
Non-Economically Disadvantaged	23	23	42318	100	100	99	487	487	513	9	9	5	30	30	17	61	61	70	NA	NA	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	32	32	80000	100	100	99	563	563	564	3	3	3	9	9	11	84	84	75	3	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	15	39288	100	100	99	586	586	579	NA	NA	2	7	7	6	87	87	77	7	7	16
Male	17	17	40644	100	100	98	543	543	549	6	6	4	12	12	15	82	82	74	NA	NA	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	NC	NC	32672	NC	NC	99	NC	NC	548	NC	NC	4	NC	NC	14	NC	NC	76	NC	NC	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	29	29	36602	100	100	99	558	558	579	3	3	2	10	10	7	86	86	75	NA	NA	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	31	31	70081	100	100	100	565	565	571	3	3	2	10	10	7	84	84	79	3	3	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	NC	37534	NC	NC	98	NC	NC	547	NC	NC	4	NC	NC	15	NC	NC	76	NC	NC	5
Non-Economically Disadvantaged	23	23	42466	100	100	100	559	559	578	4	4	2	4	4	7	91	91	75	NA	NA	16

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

7th 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	36	36	78546	100	100	97	524	524	543	25	25	15	22	22	18	47	47	52	6	6	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	38645	100	100	98	525	525	545	31	31	13	19	19	18	44	44	54	6	6	15
Male	20	20	39792	100	100	97	524	524	542	20	20	17	25	25	17	50	50	50	5	5	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	NC	NC	31177	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	23	NC	NC	48	NC	NC	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	30	30	36450	100	100	97	525	525	563	23	23	7	23	23	12	47	47	57	7	7	23
Students with Disabilities	NC	NC	8093	NC	NC	82	NC	NC	489	NC	NC	50	NC	NC	24	NC	NC	23	NC	NC	2
Students without Disabilities	31	31	70453	100	100	100	530	530	549	23	23	11	16	16	17	55	55	56	6	6	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	16	16	34694	100	100	96	518	518	524	25	25	23	25	25	23	50	50	48	NA	NA	7
Non-Economically Disadvantaged	20	20	43852	100	100	99	530	530	559	25	25	10	20	20	13	45	45	56	10	10	22

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	36	36	79045	100	100	98	516	516	512	11	11	10	14	14	25	69	69	58	6	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	38860	100	100	98	515	515	519	13	13	7	13	13	22	75	75	62	NA	NA	8
Male	20	20	40075	100	100	97	517	517	505	10	10	12	15	15	28	65	65	54	10	10	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	NC	NC	31314	NC	NC	98	NC	NC	493	NC	NC	16	NC	NC	34	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	30	30	36730	100	100	98	518	518	532	13	13	4	10	10	16	73	73	68	3	3	12
Students with Disabilities	NC	NC	8552	NC	NC	87	NC	NC	463	NC	NC	35	NC	NC	40	NC	NC	23	NC	NC	1
Students without Disabilities	31	31	70493	100	100	100	520	520	517	13	13	7	10	10	24	71	71	62	6	6	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	16	16	34922	100	100	96	524	524	493	6	6	15	13	13	34	75	75	48	6	6	3
Non-Economically Disadvantaged	20	20	44123	100	100	99	510	510	527	15	15	6	15	15	18	65	65	66	5	5	11

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	36	36	79657	100	100	99	574	574	566	3	3	3	NA	NA	8	97	97	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	39120	100	100	99	573	573	580	6	6	2	NA	NA	4	94	94	92	NA	NA	2
Male	20	20	40423	100	100	98	576	576	553	NA	NA	5	NA	NA	12	100	100	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	NC	NC	31642	NC	NC	99	NC	NC	552	NC	NC	5	NC	NC	11	NC	NC	84	NC	NC	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	30	30	36929	100	100	99	575	575	579	3	3	2	NA	NA	5	97	97	91	NA	NA	2
Students with Disabilities	NC	NC	9069	NC	NC	92	NC	NC	508	NC	NC	11	NC	NC	30	NC	NC	58	NC	NC	1
Students without Disabilities	31	31	70588	100	100	100	583	583	573	NA	NA	2	NA	NA	5	100	100	91	NA	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	16	16	35341	100	100	97	564	564	551	6	6	5	NA	NA	12	94	94	83	NA	NA	0
Non-Economically Disadvantaged	20	20	44316	100	100	100	583	583	578	NA	NA	2	NA	NA	5	100	100	90	NA	NA	2

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

8th 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	24	24	78400	100	100	97	538	538	554	29	29	21	25	25	19	46	46	47	NA	NA	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38686	NC	NC	98	NC	NC	554	NC	NC	20	NC	NC	20	NC	NC	49	NC	NC	12
Male	16	16	39636	100	100	96	545	545	554	25	25	23	25	25	18	50	50	46	NA	NA	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	NC	NC	30732	NC	NC	97	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	21	21	37038	100	100	97	538	538	575	29	29	11	29	29	14	43	43	56	NA	NA	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	23	23	70560	100	100	99	541	541	560	26	26	17	26	26	19	48	48	50	NA	NA	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33014	NC	NC	95	NC	NC	534	NC	NC	31	NC	NC	24	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	18	18	45386	100	100	99	542	542	569	33	33	15	17	17	15	50	50	52	NA	NA	18

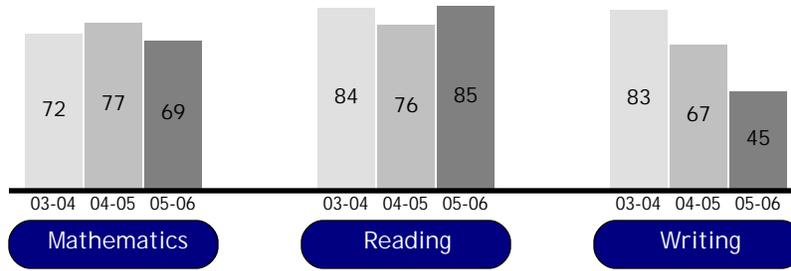
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	79179	100	100	98	537	537	519	NA	NA	11	17	17	27	75	75	58	8	8	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38974	NC	NC	99	NC	NC	524	NC	NC	8	NC	NC	25	NC	NC	61	NC	NC	5
Male	16	16	40124	100	100	97	541	541	513	NA	NA	13	6	6	28	81	81	54	13	13	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	NC	NC	30987	NC	NC	98	NC	NC	498	NC	NC	17	NC	NC	36	NC	NC	45	NC	NC	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	21	21	37467	100	100	98	535	535	539	NA	NA	5	19	19	17	71	71	70	10	10	8
Students with Disabilities	NC	NC	8567	NC	NC	88	NC	NC	467	NC	NC	39	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	23	23	70612	100	100	99	540	540	524	NA	NA	7	13	13	25	78	78	62	9	9	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	NC	NC	33345	NC	NC	96	NC	NC	499	NC	NC	17	NC	NC	36	NC	NC	46	NC	NC	1
Non-Economically Disadvantaged	18	18	45834	100	100	99	536	536	533	NA	NA	7	17	17	19	78	78	67	6	6	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	24	24	79734	100	100	99	552	552	554	NA	NA	3	13	13	19	88	88	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39243	NC	NC	99	NC	NC	568	NC	NC	2	NC	NC	12	NC	NC	85	NC	NC	1
Male	16	16	40413	100	100	98	547	547	541	NA	NA	4	13	13	26	88	88	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	NC	NC	31254	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	25	NC	NC	70	NC	NC	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	21	21	37668	100	100	99	551	551	569	NA	NA	1	14	14	13	86	86	85	NA	NA	1
Students with Disabilities	NC	NC	8943	NC	NC	92	NC	NC	495	NC	NC	11	NC	NC	51	NC	NC	38	NC	NC	1
Students without Disabilities	23	23	70791	100	100	100	555	555	561	NA	NA	2	9	9	15	91	91	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	NC	NC	33718	NC	NC	97	NC	NC	538	NC	NC	5	NC	NC	26	NC	NC	69	NC	NC	0
Non-Economically Disadvantaged	18	18	46016	100	100	100	553	553	567	NA	NA	2	11	11	14	89	89	84	NA	NA	1

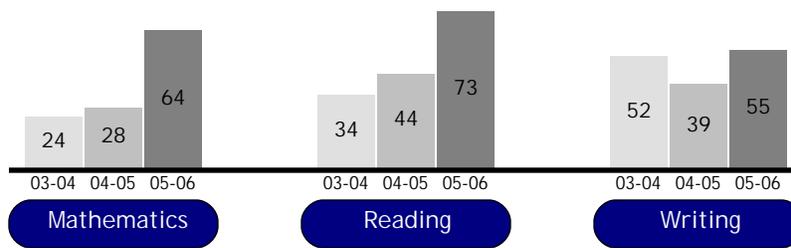
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

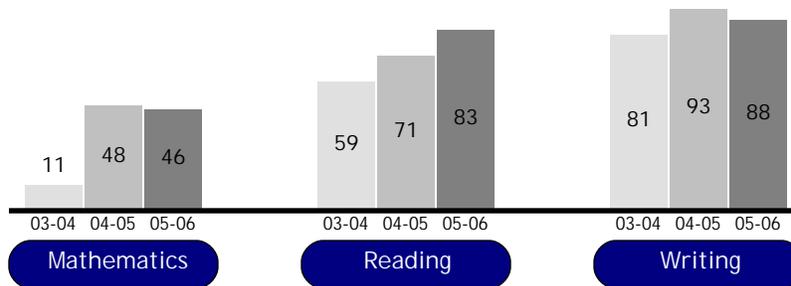
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	55	NA	58	100	61	61	47	100	50	50	46
	Language	92	64	64	50	100	53	53	47	100	58	58	48
	Mathematics	92	71	71	64	100	54	54	50	100	58	58	52
3	Reading	95	52	NA	55	100	59	59	44	100	65	65	46
	Language	95	52	52	61	100	58	58	44	100	63	63	46
	Mathematics	95	57	57	61	100	55	55	51	100	58	58	52
4	Reading	78	56	NA	56	100	61	61	48	96	50	50	52
	Language	78	39	39	52	100	63	63	49	96	56	56	52
	Mathematics	78	48	48	61	100	63	63	53	96	50	50	58
5	Reading	100	36	NA	55	100	38	38	50	100	61	61	56
	Language	100	34	34	49	100	41	41	50	100	61	61	54
	Mathematics	100	39	39	63	100	34	34	49	100	48	48	52
6	Reading	89	59	NA	56	100	49	49	51	100	50	50	56
	Language	96	41	41	48	100	46	46	47	100	37	37	50
	Mathematics	93	50	50	66	100	48	48	52	100	37	37	58
7	Reading	93	61	NA	54	96	59	59	50	100	58	58	54
	Language	93	61	61	58	96	54	54	52	100	61	61	58
	Mathematics	89	47	47	62	96	46	46	50	100	39	39	54
8	Reading	97	65	NA	55	100	57	57	51	100	61	61	58
	Language	97	50	50	52	100	53	53	50	100	59	59	56
	Mathematics	97	50	50	61	100	52	52	53	100	50	50	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."

Telesis Preparatory

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	9.00
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

Ü Computer Lab	Ü Fine Arts & Music
Ü Language Classes & Daily PE	Ü Library

Extracurricular Activities

Ü Interscholastic Sports	Ü Student Government
Ü Yearbook	Ü Flag Drill Team
Ü Various Clubs	Ü Ex.Cur. Reading Programs
Ü Winter Celebration and Spring Arts Fest	Ü Community After School Programs Avail.

Social Services

Ü Big Brothers/Big Sisters	Ü Interagency
Ü Sister-to-Sister Program	Ü K-12 Counseling
Ü Parent-Teacher-Student Organization	
Ü Ed. Committee of LHC Chamber of Commerce	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü It has been the goal of Telesis to provide Excellence in Education to as many willing students as possible. By becoming an academic magnet school, we have more than doubled our enrollment while maintaining our small class sizes and our philosophy.
- ü We provide a low student/teacher ratio. Our goal to provide challenge without frustration and to develop strengths of students while bolstering weaker areas is substantiated by our long-term students continuing to score well on standardized tests.
- ü Three time winner of Four Star Practices in Education.
- ü Staff includes Teacher of the Year and Counselor of the Year Recipients.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	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

Telesis has a fire escape, anti bullying and crisis lock-down and emergency plan for students and staff (practiced monthly). Telesis is a closed campus/drug and tobacco free zone. All visitors report to the office. Student behavior policy is zero tolerance. Telesis also has a full time school safety officer.

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) :

0

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		
Transportation Policy	Sandra Breece	(928) 855-8661
Community Resources	Sandy Breece	(928) 855-8661
School Nutrition Programs	Aramark Food Services	(928) 855-5121
Parent Organization	Telesis Boosters	(928) 855-8661
Student Health/Nurse	Sherryl Stearns	(928) 855-8661

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.