

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3615 Second St., Thatcher, AZ 85552

Thatcher 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
2004-05	Performing Plus
2003-04	Highly 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 : Mr. Tracy N Allred
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-3
 Web Address : www.thatcherud.k12.az.us
 Phone Number : (928) 348-7240
 Fax Number : (928) 348-7220
 E-mail : tallred@thatcherud.k12.az.us

Mission

CHAMPIONS FOR CHILDREN. We believe that each child is endowed with unique traits and capabilities. It is our goal to provide a learning environment where all students can achieve.

School / Academic Goals

- ü JDPS will be able to use the writing process. Arizona Six Traits Rubric is in place to check skills. School wide writing assessment will be administered to each student during the fall and spring of each year.
- ü JDPS will learn personal and social behaviors that include integrity, compassion, respect for self and others, and joy in learning. Character Counts. A hands-off policy will be put in place. This will help us identify who the bullies really are.
- ü To ensure that students and parents will become more familiar with Arizona Academic Standards and NCLB laws through better communication about the standards and sending home reports specifically indicating which standards have been achieved.
- ü JDPS will strive to improve the reading scores of the lower 1/3 of our students. This will be done by using the curriculum improvements worked on this summer by all grade levels. (k -3)

Enrollment

October 1, 2005 School Year Student Enrollment : 321
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 48

Instructional Programs

- ü Reading-Literature-Language-Math focus
- ü Phonics and 6-Trait Writing
- ü Language Assistance
- ü Special Education Preschool
- ü School-to-Work
- ü Character Counts
- ü Collaborative-Literacy Intervention

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It is the responsibility of Thatcher School District to provide all students with the the best opportunities to learn in a conducive environment. In addition we ensure a safe, enriched learning environment, while maintaining high academic standards, set student goals and expectations. (Monthly newsletters and regular reports of student progress are sent home.) We also invite and maintain high parent involvement.

Parents

Parents have the responsibility to act in partnership with the school and cooperate with staff for the education of their children. Parents should help reinforce school rules and the respect of property. In addition, we encourage and expect parents to provide for their children's clothing, shelter, health, safety, and general well-being and ensure they attend regularly.

Transportation Policy

Students living outside the one-mile limit and within the established district boundaries are provided transportation to and from school. Transportation is provided for eligible special needs students. Failure to obey all rules may result in the loss of bus privileges.

School Honors

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

Award/Honor	Year
ü Graham Co. Nominee, Tea. of Year, Az. Sm. & Rrual Sch	2004
ü Graham County Rotary Teacher of the Year	2004
ü Community Sponsored: Art and Writing Honors	2002
ü Finalist-Az Small and/or Rural Sch. Teacher of the Yea	2001

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	81	81	80010	100	100	99	457	457	447	7	7	10	5	5	18	73	73	53	15	15	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38935	100	100	99	465	465	447	6	6	9	3	3	19	70	70	55	21	21	17
Male	48	48	40974	100	100	98	452	452	448	8	8	11	6	6	18	75	75	52	10	10	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	13	13	34545	100	100	99	430	430	432	15	15	14	23	23	24	54	54	53	8	8	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	64	64	35142	100	100	99	462	462	465	6	6	5	2	2	11	75	75	56	17	17	28
Students with Disabilities	14	14	10161	100	100	93	425	425	419	36	36	28	14	14	28	36	36	36	14	14	8
Students without Disabilities	67	67	69849	100	100	100	463	463	451	1	1	7	3	3	17	81	81	56	15	15	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	47	47	39029	100	100	98	452	452	432	9	9	14	6	6	25	72	72	52	13	13	9
Non-Economically Disadvantaged	34	34	40981	100	100	100	464	464	462	6	6	6	3	3	13	74	74	54	18	18	27

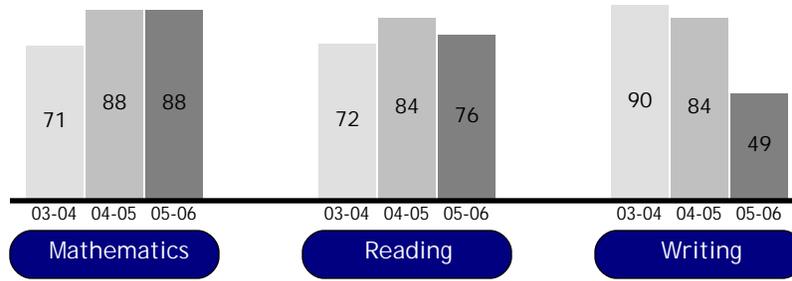
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	81	79438	100	100	98	458	458	451	5	5	9	19	19	24	70	70	56	6	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38775	100	100	99	470	470	457	3	3	7	12	12	22	73	73	58	12	12	13
Male	48	48	40560	100	100	97	449	449	446	6	6	12	23	23	25	69	69	54	2	2	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	13	13	34297	100	100	98	436	436	434	15	15	14	23	23	31	54	54	50	8	8	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	64	64	34887	100	100	98	461	461	471	3	3	4	19	19	15	72	72	63	6	6	18
Students with Disabilities	14	14	9588	100	100	88	432	432	416	29	29	30	21	21	32	43	43	34	7	7	5
Students without Disabilities	67	67	69850	100	100	100	463	463	456	NA	NA	7	18	18	23	76	76	59	6	6	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	47	47	38685	100	100	97	451	451	435	6	6	14	21	21	32	68	68	50	4	4	5
Non-Economically Disadvantaged	34	34	40753	100	100	99	467	467	467	3	3	5	15	15	16	74	74	62	9	9	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	81	81	79971	100	100	99	429	429	423	1	1	8	49	49	41	48	48	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	33	38974	100	100	99	447	447	437	NA	NA	5	39	39	33	58	58	57	3	3	4
Male	48	48	40895	100	100	98	417	417	410	2	2	10	56	56	47	42	42	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	13	13	34481	100	100	99	402	402	410	8	8	10	54	54	46	38	38	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	64	64	35150	100	100	99	434	434	437	NA	NA	5	48	48	35	52	52	56	NA	NA	5
Students with Disabilities	14	14	10258	100	100	94	400	400	377	7	7	23	64	64	51	29	29	25	NA	NA	1
Students without Disabilities	67	67	69713	100	100	100	435	435	429	NA	NA	5	46	46	39	52	52	52	1	1	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	47	47	38994	100	100	98	420	420	409	2	2	10	62	62	47	34	34	41	2	2	1
Non-Economically Disadvantaged	34	34	40977	100	100	100	442	442	437	NA	NA	5	32	32	34	68	68	56	NA	NA	5

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



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	96	65	NA	58	97	55	55	47	100	58	58	46
	Language	97	49	49	50	97	46	46	47	100	52	52	48
	Mathematics	97	64	64	64	97	56	56	50	100	58	58	52
3	Reading	100	65	NA	55	99	58	58	44	100	59	59	46
	Language	100	67	67	61	99	56	56	44	100	58	58	46
	Mathematics	100	71	71	61	99	61	61	51	100	67	67	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.50
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	22%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü TV/VCR in All Rooms
- Ü Computers/Telephone in Classrooms
- Ü Multi-purpose room
- Ü Computer Lab (25 computers)

Extracurricular Activities

- Ü College for Kids/EAC
- Ü Children's Theatre/EAC
- Ü Music Programs
- Ü Track and Field Day
- Ü Graham County Historical Society Museum
- Ü Strings Program
- Ü Art Masterpiece

Social Services

- Ü Gila Valley Arts
- Ü EAC College and No. Arizona University
- Ü Breakfast/Lunch Programs/Food Bank
- Ü Crisis Intervention
- Ü Gleening (Food Bank) Program
- Ü DES

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We are seeing increased success in student reading/writing by: All Title Teachers are trained in Collaborative Literacy Intervention; research-based instruction; balancing phonics and content.

- ü We have been successful in encouraging parent and community involvement by volunteers; concentrating on communication with public; bridging with community college; use of community resources.

- ü Teachers have been trained in Dibels which is an assesment tool to help identify those students that are low in the areas of reading and vocabulary. This will help us work on our goal of bring up the reading scores of the lower 1/3 of our students.

- ü Students are encouraged to develop their creative potential by exhibiting work within the community. (writing/art/dancing) Music and theatre talents are challenged in both the classroom and at the community college level.

Student Activity Rates for School Year 2005-06

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

Several programs are in place that teach our students about being productive, law abiding citizens. Our school counselor comes in several times a year and visits with our students about relationships and respect. He also visits with them about feelings and how to deal with them. The students are encouraged to ask questions about things that they are concerned about. We also use our resource officer in the classroom teaching students about good citizenship. A Hands Off Policy is in place and enforced.

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) :

1

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	Geri Palmer	(928) 348-0144
Transportation Policy	Mike Ajeman	(928) 348-7200
Community Resources	Michael Curtis	(928) 348-9189
School Nutrition Programs	Margret Vidales	(928) 348-7200
Parent Organization	Shani White	(928) 428-3122
Student Health/Nurse	Lynn Smith	(928) 348-7336

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.

Footnotes

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** 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.