

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1300 North 4th Avenue, 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 Highly Performing
2004-05 Highly Performing
2003-04 Highly Performing

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

School Overview

Principal/Administrator : Mr. Matthew D. Petersen
Schedule : 07:30 AM to 03:30 PM
Grades : 7-8
Web Address : www.thatcherud.k12.az.us
Phone Number : (928) 348-7260
Fax Number : (928) 348-7263
E-mail : petersen.matt@thatcherud.k12.az.us

Mission

The mission of Thatcher Middle School is to make every student our top priority and to provide an environment that allows students to discover, create, learn and progress to their fullest potential. This will happen through the cooperative efforts of the student body, parents, community, staff, administration, and the school board.

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 / Academic Goals

- ü Continue efforts in maintaining a 'Highly Performing' rating by focusing on reading, writing and math curriculum.
- ü Continue efforts to align classroom instruction with the AZ State Standards. This is accomplished with aligned lesson plans and curriculum maps.
- ü Continue to maintain an interactive school web-site, which will help parents stay current on school events and updated on their student's progress.
- ü Continue incorporating reading and writing across the curriculum.

Enrollment

October 1, 2005 School Year Student Enrollment : 181
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 23

Instructional Programs

- Ü AZ Model Vo-Tech Program
- Ü On-site Special Education
- Ü Gifted
- Ü ESL
- Ü Orchard Computerized Labs
- Ü Traditional 'basics' Classrooms

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school is responsible for providing a challenging and meaningful curriculum in an atmosphere that is safe, orderly and conducive to learning and character education development. In addition, school personnel are expected to maintain communication with parents through many varieties of resources.

Parents

Parents must encourage regular attendance patterns; provide adequate home study space; monitor their student's progress; communicate with school personnel; and support school policies, functions and activities.

Transportation Policy

Consistent with state regulations, the school transports handicapped children by request. In addition, transportation is available to all students who reside 1.5 miles or further from the school.

School Honors

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

Award/Honor	Year
Ü EAJHA Knowledge Bowl Conference Champions	2005
Ü Regional Music Honors (Band & Choir)	2005
Ü TRUE EAGLE Awards	2006
Ü EAJHA Volleyball Conference Champions	2006

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	97	97	78546	99	99	97	550	550	543	5	5	15	18	18	18	64	64	52	13	13	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38645	98	98	98	554	554	545	2	2	13	12	12	18	74	74	54	12	12	15
Male	47	47	39792	100	100	97	545	545	542	9	9	17	23	23	17	53	53	50	15	15	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	20	20	31177	100	100	97	524	524	524	10	10	22	25	25	23	60	60	48	5	5	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	76	76	36450	99	99	97	556	556	563	4	4	7	16	16	12	64	64	57	16	16	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	94	94	70453	99	99	100	552	552	549	3	3	11	18	18	17	65	65	56	14	14	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	45	45	34694	100	100	96	539	539	524	4	4	23	24	24	23	62	62	48	9	9	7
Non-Economically Disadvantaged	52	52	43852	98	98	99	559	559	559	6	6	10	12	12	13	65	65	56	17	17	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	97	97	79045	99	99	98	523	523	512	NA	NA	10	28	28	25	67	67	58	5	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38860	98	98	98	531	531	519	NA	NA	7	16	16	22	80	80	62	4	4	8
Male	47	47	40075	100	100	97	515	515	505	NA	NA	12	40	40	28	53	53	54	6	6	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	20	20	31314	100	100	98	497	497	493	NA	NA	16	55	55	34	45	45	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	76	76	36730	99	99	98	530	530	532	NA	NA	4	21	21	16	72	72	68	7	7	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	94	94	70493	99	99	100	525	525	517	NA	NA	7	27	27	24	68	68	62	5	5	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	45	45	34922	100	100	96	514	514	493	NA	NA	15	36	36	34	60	60	48	4	4	3
Non-Economically Disadvantaged	52	52	44123	98	98	99	532	532	527	NA	NA	6	21	21	18	73	73	66	6	6	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	97	97	79657	99	99	99	589	589	566	1	1	3	1	1	8	98	98	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	39120	98	98	99	592	592	580	2	2	2	NA	NA	4	98	98	92	NA	NA	2
Male	47	47	40423	100	100	98	586	586	553	NA	NA	5	2	2	12	98	98	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	20	20	31642	100	100	99	581	581	552	NA	NA	5	NA	NA	11	100	100	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	76	76	36929	99	99	99	592	592	579	1	1	2	1	1	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	94	94	70588	99	99	100	591	591	573	1	1	2	1	1	5	98	98	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	45	45	35341	100	100	97	584	584	551	2	2	5	NA	NA	12	98	98	83	NA	NA	0
Non-Economically Disadvantaged	52	52	44316	98	98	100	594	594	578	NA	NA	2	2	2	5	98	98	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	85	85	78400	98	98	97	569	569	554	13	13	21	19	19	19	49	49	47	19	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	42	38686	98	98	98	566	566	554	10	10	20	17	17	20	60	60	49	14	14	12
Male	43	43	39636	98	98	96	572	572	554	16	16	23	21	21	18	40	40	46	23	23	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	13	13	30732	81	81	97	537	537	534	23	23	31	46	46	24	15	15	40	15	15	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	69	69	37038	100	100	97	574	574	575	12	12	11	14	14	14	55	55	56	19	19	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	79	79	70560	98	98	99	574	574	560	10	10	17	19	19	19	51	51	50	20	20	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	32	32	33014	94	94	95	543	543	534	22	22	31	31	31	24	38	38	40	9	9	5
Non-Economically Disadvantaged	53	53	45386	100	100	99	584	584	569	8	8	15	11	11	15	57	57	52	25	25	18

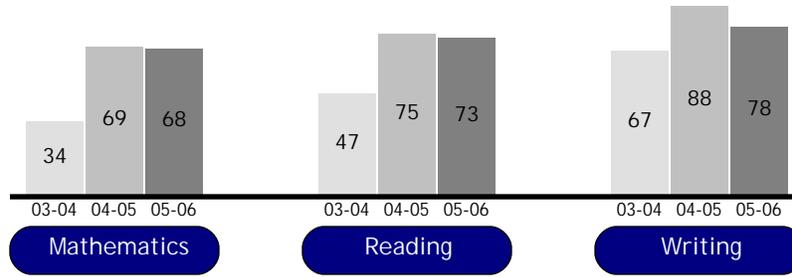
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	85	79179	98	98	98	528	528	519	8	8	11	19	19	27	71	71	58	2	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	42	38974	98	98	99	532	532	524	2	2	8	19	19	25	76	76	61	2	2	5
Male	43	43	40124	98	98	97	525	525	513	14	14	13	19	19	28	65	65	54	2	2	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	13	13	30987	81	81	98	514	514	498	23	23	17	23	23	36	54	54	45	NA	NA	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	69	69	37467	100	100	98	531	531	539	6	6	5	17	17	17	74	74	70	3	3	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	79	79	70612	98	98	99	533	533	524	6	6	7	16	16	25	75	75	62	3	3	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	32	32	33345	94	94	96	513	513	499	13	13	17	28	28	36	59	59	46	NA	NA	1
Non-Economically Disadvantaged	53	53	45834	100	100	99	538	538	533	6	6	7	13	13	19	77	77	67	4	4	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	86	86	79734	99	99	99	554	554	554	2	2	3	20	20	19	77	77	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	43	39243	100	100	99	570	570	568	NA	NA	2	9	9	12	91	91	85	NA	NA	1
Male	43	43	40413	98	98	98	539	539	541	5	5	4	30	30	26	63	63	70	2	2	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	15	15	31254	94	94	99	539	539	539	NA	NA	5	40	40	25	60	60	70	NA	NA	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	68	68	37668	100	100	99	557	557	569	3	3	1	15	15	13	81	81	85	1	1	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	80	80	70791	99	99	100	564	564	561	NA	NA	2	18	18	15	81	81	83	1	1	0
Limited English Proficient Students	NC	NC	9138	NC	NC	97	NC	NC	492	NC	NC	13	NC	NC	46	NC	NC	40	NC	NC	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	33	33	33718	97	97	97	542	542	538	3	3	5	30	30	26	67	67	69	NA	NA	0
Non-Economically Disadvantaged	53	53	46016	100	100	100	562	562	567	2	2	2	13	13	14	83	83	84	2	2	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)

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.

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
7	Reading	100	59	NA	54	99	61	61	50	100	61	61	54
	Language	100	60	60	58	99	63	63	52	100	63	63	58
	Mathematics	100	70	70	62	99	62	62	50	100	63	63	54
8	Reading	100	58	NA	55	100	59	59	51	100	67	67	58
	Language	100	55	55	52	100	60	60	50	100	65	65	56
	Mathematics	100	68	68	61	100	62	62	53	100	67	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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Policies and Procedures
- Ü Curriculum Review and Evaluation
- Ü Parent/Educator/Community Relations
- Ü Student Conduct
- Ü Instructional Issues
- Ü Facility Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	21%
Percent of core classes not taught by Highly Qualified Teachers	63%

Resources Available at School Site

Special Facilities

- Ü Tech Lab/Life Management Lab
- Ü Computer Math Lab
- Ü Full Library services
- Ü Ratio of 2.5 Students Per Computer

Extracurricular Activities

- Ü Student Council
- Ü EAJHA Interschool Athletics
- Ü Band/Jazz Band
- Ü Chorus
- Ü Cheerleading
- Ü Knowledge Bowl

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü School Safety/Resources Officer

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Rated a 'Highly Performing' school by both the Arizona Department of Education and No Child Left Behind Act. Met AYP according to NCLB.

- ü Several EAJHA Conference winners (team & individual) in athletics and academics.

Student Activity Rates for School Year 2005-06

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

Thatcher Middle School works closely with the TUSD Resource Officer supplied by the Thatcher Police Department. Project Alert is being taught as a means to help students who may currently have problems with substance abuse or prevent those in the future. Tolerance and mediation is taught in Life Management classes.

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	Matthew D Petersen	(928) 348-7261
Transportation Policy	Janice Given	(928) 348-7200
Community Resources	Matthew D Petersen	(928) 348-7261
School Nutrition Programs	Margaret Vidales	(928) 348-7200
Parent Organization	Amy Boltinghouse	(928) 348-7262
Student Health/Nurse	Lynn Smith	(928) 348-7212

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."

ACHIEVEMENT PROFILES

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.