



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

695 Thunderbolt Avenue, Lake Havasu City, AZ 86406

Lake Havasu 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Paul Olson  
 Schedule : 07:30 AM to 04:15 PM  
 Grades : 6-8  
 Web Address : www.havasu.k12.az.us/thunderbolt/  
 Phone Number : (928) 855-4066  
 Fax Number : (928) 855-0041  
 E-mail : polson@havasu.k12.az.us

### Mission

TMS will work to ensure that all students receive the best education available. The future depends on us providing the necessary tools to develop successful and productive citizens. Our mission is to do our best so students may achieve their best.

### 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

- Students at Thunderbolt Middle School will meet or exceed Arizona State Standards in reading, math, and language.
- Thunderbolt Middle School will implement a comprehensive, standards-based approach to instruction and assessment.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1116  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 39

Instructional Programs

- Middle School Teaming Concept
- After School Tutoring
- Gifted/Honors Classes
- Advisory Program
- On-Site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 6 minutes
First Day of School :	7/18/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

We are responsible to provide a safe and orderly environment so that students can reach their highest potential. Parents are communicated with regarding policy and responsibilities.

Parents

Parents are responsible to ensure that their students attend school each day and to work with their students, the teachers and staff to ensure a successful educational program.

Transportation Policy

School bus transportation is provided for students attending the middle school who live outside of a one-mile radius.

School Honors

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

Award/Honor	Year
• DAR American History Teacher of the Year	2003
• NAU Student Teacher of the Year - Master's Program	2004
• Arizona Delegate for Wild Kids Summit	2004
• Arizona Geographic Associates Award	2005

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	372	520	79327	99	99	98	544	535	518	7	9	19	15	17	20	52	53	46	26	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	176	242	38961	100	100	98	545	536	520	5	7	16	13	17	20	55	54	48	27	22	16
Male	196	278	40295	98	99	97	543	534	516	9	11	21	16	17	19	51	52	44	25	20	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	62	105	32327	98	98	98	521	513	499	16	18	27	16	19	25	50	49	41	18	14	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	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	294	395	36373	99	100	98	550	541	538	4	7	10	14	17	14	53	53	52	29	23	25
Students with Disabilities	51	67	9321	100	97	87	489	482	467	29	34	54	31	31	22	35	31	21	4	3	3
Students without Disabilities	321	453	70006	99	100	100	552	542	524	3	6	14	12	15	19	55	56	49	30	24	18
Limited English Proficient Students	12	17	9431	100	94	95	445	447	466	67	65	53	17	18	27	17	18	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	48	87	37097	98	99	97	515	511	498	17	17	27	21	21	25	50	52	41	13	10	7
Non-Economically Disadvantaged	324	433	42230	99	100	99	548	539	535	6	8	11	14	16	15	53	53	50	28	23	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	372	520	79501	99	99	98	515	511	497	3	4	10	17	20	25	74	71	60	6	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	176	242	39062	100	100	99	520	515	502	1	2	8	13	16	23	80	75	64	6	6	5
Male	196	278	40368	98	99	98	511	508	491	4	5	13	20	23	27	69	68	57	7	5	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	62	105	32389	98	98	98	495	491	478	10	10	16	26	31	34	60	55	48	5	4	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	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	294	395	36446	99	100	99	520	516	516	1	2	4	14	16	15	77	76	73	7	6	7
Students with Disabilities	51	68	9411	100	99	88	471	469	453	14	16	36	45	44	36	37	37	26	4	3	1
Students without Disabilities	321	452	70090	99	100	100	522	517	502	1	2	7	12	16	24	80	76	65	7	6	5
Limited English Proficient Students	12	17	9401	100	94	94	430	433	443	42	41	40	50	47	46	8	12	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	48	87	37183	98	99	97	492	496	479	6	8	16	27	24	34	67	68	49	NA	NA	1
Non-Economically Disadvantaged	324	433	42318	99	100	99	519	514	513	2	3	5	15	19	17	75	72	70	7	7	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	372	519	80000	99	99	99	584	580	564	2	2	3	3	4	11	77	79	75	17	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	176	242	39288	100	100	99	598	593	579	1	2	2	1	2	6	77	77	77	21	19	16
Male	196	277	40644	98	99	98	571	570	549	3	2	4	6	6	15	78	80	74	14	11	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	62	104	32672	98	97	99	556	560	548	6	5	4	5	6	14	79	81	76	10	9	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	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	294	395	36602	99	100	99	591	587	579	1	1	2	3	4	7	78	79	75	19	17	16
Students with Disabilities	50	65	9919	98	94	93	535	535	505	4	3	9	16	20	35	76	74	54	4	3	2
Students without Disabilities	322	454	70081	99	100	100	590	586	571	2	2	2	2	2	7	78	80	79	19	17	12
Limited English Proficient Students	12	17	9571	100	94	96	451	455	502	33	29	10	8	18	29	50	47	60	8	6	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	48	86	37534	98	98	98	543	552	547	10	8	4	4	3	15	81	84	76	4	5	5
Non-Economically Disadvantaged	324	433	42466	99	100	100	590	586	578	1	1	2	3	4	7	77	78	75	19	17	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	376	533	78546	99	99	97	557	554	543	9	9	15	11	12	18	58	60	52	22	19	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	174	269	38645	100	100	98	559	553	545	6	7	13	11	12	18	62	65	54	21	16	15
Male	200	261	39792	97	97	97	555	556	542	12	11	17	11	12	17	55	55	50	23	23	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	54	90	31177	100	99	97	528	532	524	19	18	22	17	16	23	57	58	48	7	9	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	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	311	426	36450	99	99	97	562	559	563	7	7	7	10	11	12	59	61	57	24	21	23
Students with Disabilities	40	52	8093	93	93	82	471	478	489	65	60	50	23	21	24	13	19	23	NA	NA	2
Students without Disabilities	336	481	70453	100	100	100	566	562	549	2	4	11	10	11	17	63	64	56	24	21	16
Limited English Proficient Students	NC	12	9323	NC	92	94	NC	492	491	NC	58	47	NC	25	28	NC	17	24	NC	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	37	54	34694	97	95	96	541	539	524	14	20	23	19	13	23	49	50	48	19	17	7
Non-Economically Disadvantaged	339	479	43852	99	100	99	559	556	559	9	8	10	11	12	13	59	61	56	22	19	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	377	533	79045	99	99	98	530	530	512	5	5	10	14	14	25	70	71	58	11	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	174	269	38860	100	100	98	534	533	519	2	2	7	11	13	22	77	77	62	10	9	8
Male	201	261	40075	98	97	97	527	527	505	6	7	12	16	14	28	64	67	54	13	12	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	55	91	31314	100	100	98	508	511	493	7	8	16	22	21	34	67	66	48	4	5	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	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	311	425	36730	99	99	98	534	534	532	4	4	4	13	12	16	70	72	68	13	12	12
Students with Disabilities	40	52	8552	93	93	87	456	463	463	33	29	35	50	50	40	18	21	23	NA	NA	1
Students without Disabilities	337	481	70493	100	100	100	538	536	517	1	2	7	10	10	24	76	77	62	13	12	8
Limited English Proficient Students	NC	13	9355	NC	100	95	NC	456	456	NC	46	37	NC	31	48	NC	23	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	37	54	34922	97	95	96	520	518	493	16	15	15	16	15	34	57	63	48	11	7	3
Non-Economically Disadvantaged	340	479	44123	100	100	99	531	531	527	3	3	6	14	13	18	71	72	66	11	11	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	381	539	79657	100	100	99	583	579	566	2	2	3	4	5	8	91	92	87	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	175	269	39120	100	100	99	596	590	580	NA	NA	2	1	1	4	96	97	92	3	2	2
Male	204	268	40423	99	99	98	571	568	553	4	3	5	7	9	12	87	87	83	2	1	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	55	90	31642	100	99	99	570	570	552	4	2	5	5	6	11	91	92	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	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	315	432	36929	100	100	99	585	581	579	2	2	2	4	5	5	91	91	91	3	2	2
Students with Disabilities	42	55	9069	98	98	92	500	508	508	17	13	11	26	27	30	57	60	58	NA	NA	1
Students without Disabilities	339	484	70588	100	100	100	592	586	573	1	0	2	1	2	5	95	95	91	3	2	1
Limited English Proficient Students	NC	12	9521	NC	92	96	NC	533	507	NC	NA	13	NC	33	24	NC	67	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	37	54	35341	97	95	97	568	563	551	5	4	5	5	9	12	86	85	83	3	2	0
Non-Economically Disadvantaged	344	485	44316	100	100	100	584	581	578	2	1	2	4	4	5	92	92	90	3	2	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	349	505	78400	100	100	97	569	559	554	13	17	21	14	18	19	58	53	47	15	12	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	232	38686	100	100	98	565	554	554	10	16	20	16	22	20	60	53	49	14	10	12
Male	187	273	39636	100	100	96	571	563	554	15	18	23	12	14	18	57	54	46	17	13	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	72	106	30732	100	100	97	546	540	534	24	26	31	17	21	24	51	46	40	8	7	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	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	268	386	37038	100	100	97	574	563	575	10	15	11	13	18	14	60	55	56	16	12	19
Students with Disabilities	37	69	7840	100	100	81	488	494	498	68	64	60	24	22	18	8	14	20	NA	NA	2
Students without Disabilities	312	436	70560	100	100	99	577	568	560	6	10	17	13	17	19	64	60	50	17	14	14
Limited English Proficient Students	14	21	8956	100	100	95	503	501	502	50	62	56	29	24	25	21	14	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	49	87	33014	100	99	95	551	539	534	14	24	31	29	28	24	51	44	40	6	5	5
Non-Economically Disadvantaged	300	418	45386	100	100	99	571	563	569	12	16	15	11	16	15	60	56	52	17	13	18

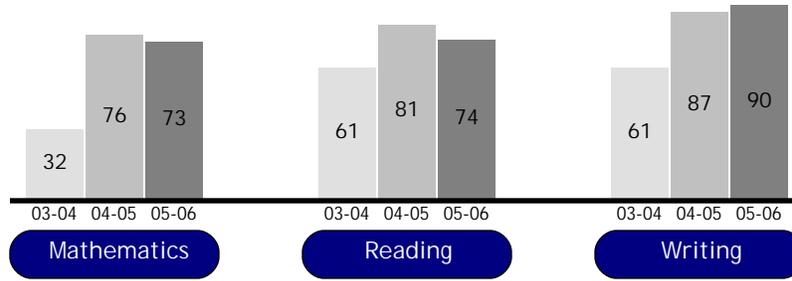
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	349	504	79179	100	100	98	534	527	519	8	9	11	17	23	27	67	63	58	7	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	162	232	38974	100	100	99	537	528	524	6	5	8	19	28	25	68	61	61	7	6	5
Male	187	272	40124	100	100	97	532	525	513	10	12	13	17	18	28	66	65	54	7	5	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	72	106	30987	100	100	98	511	506	498	17	15	17	24	33	36	58	51	45	1	1	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	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	268	385	37467	100	100	98	540	532	539	6	7	5	16	20	17	69	66	70	9	6	8
Students with Disabilities	37	68	8567	100	100	88	459	465	467	51	40	39	35	41	38	14	19	22	NA	NA	1
Students without Disabilities	312	436	70612	100	100	99	542	536	524	3	4	7	15	20	25	73	70	62	8	6	5
Limited English Proficient Students	14	21	9013	100	100	95	463	461	461	50	48	40	29	38	48	21	14	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	49	86	33345	100	98	96	519	511	499	12	10	17	20	33	36	61	53	46	6	3	1
Non-Economically Disadvantaged	300	418	45834	100	100	99	536	530	533	8	8	7	17	21	19	68	66	67	7	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	350	509	79734	100	100	99	576	568	554	2	2	3	9	13	19	89	84	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	163	236	39243	100	100	99	586	579	568	2	2	2	5	8	12	91	89	85	2	1	1
Male	187	273	40413	100	100	98	567	558	541	1	2	4	12	17	26	87	81	70	1	0	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	71	106	31254	100	100	99	564	558	539	3	3	5	11	14	25	86	83	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	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	270	389	37668	100	100	99	579	570	569	1	2	1	8	13	13	89	85	85	1	1	1
Students with Disabilities	36	67	8943	100	99	92	498	496	495	8	6	11	50	60	51	42	34	38	NA	NA	1
Students without Disabilities	314	442	70791	100	100	100	584	578	561	1	1	2	4	6	15	94	92	83	1	1	0
Limited English Proficient Students	14	21	9138	100	100	97	485	483	492	21	19	13	29	33	46	50	48	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	49	87	33718	100	99	97	565	556	538	4	5	5	10	15	26	84	79	69	2	1	0
Non-Economically Disadvantaged	301	422	46016	100	100	100	578	570	567	1	1	2	8	12	14	89	86	84	1	1	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
6	Reading	99	61	NA	56	98	56	57	51	98	68	67	56
	Language	100	56	52	48	98	53	54	47	98	65	63	50
	Mathematics	99	71	66	66	98	60	59	52	98	70	65	58
7	Reading	99	68	NA	54	99	55	53	50	99	68	68	54
	Language	100	76	73	58	99	57	56	52	99	70	70	58
	Mathematics	99	68	65	62	99	56	53	50	99	61	59	54
8	Reading	97	70	NA	55	99	60	56	51	99	65	61	58
	Language	97	64	58	52	99	57	55	50	99	63	59	56
	Mathematics	97	70	65	61	99	61	57	53	99	61	58	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/](http://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)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Serve as an Advisory Group
- Ü Assess Physical Needs of the School
- Ü Facilitate Volunteers in the School

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	5.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	12	2	0	0
7 to 9 years	9	4	0	0
10 or more years	16	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	168
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	24%

Resources Available at School Site

Special Facilities

- Ü Industrial Technology Facility
- Ü Computer Labs (3)
- Ü SDC Classroom
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Band/Choir Programs
- Ü Intramural/Interscholastic Sports
- Ü Peer to Peer Tutoring

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Counseling Services
- Ü Health Services
- Ü SAP Groups

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Forty-four percent of the entire student body qualified for Renaissance, a program that recognizes students who meet academic standards, as well as attendance standards, with no discipline referrals.
  
- ü Forty percent of students are on the Honor Roll.
  
- ü For the last three years Thunderbolt Middle School has been a 'highly performing' school.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	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

Expectations are communicated to students in classes the first week of school and to parents through the student agenda. Programs such as Peer Mediation, Young Negotiators, guidance services and school resource officer all aid in teaching appropriate behavior.

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) :

75
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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	Paul Olson	(928) 855-4066
Transportation Policy	Ron Nelson	(928) 855-8279
Community Resources	Gail Malay	(928) 855-7861
School Nutrition Programs	Aramark	(928) 855-5121
Parent Organization	Paul Olson	(928) 855-4066
Student Health/Nurse	Tammie Dutton	(928) 855-4066

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](http://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](http://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](http://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.