

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3700 E. 16th Avenue, Apache Junction, AZ 85219

Apache Junction Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Dr. Russell A. Sgro
 Schedule : 06:45 AM to 03:15 PM
 Grades : 6-8
 Web Address : tmms.ajusd.org
 Phone Number : (480) 982-1110
 Fax Number : (480) 671-1427
 E-mail : rsgro@tmms.ajusd.org

Mission

To provide a positive educational environment, where students are free to reach their maximum potential, academically, socially and physically. The school climate promotes respect and strong character building. Students completing their stay at Thunder Mountain will be prepared to be successful throughout their high school years.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not 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 To provide a safe and secure environment where students are able to learn and teachers are able to teach. We expect that students will work up to their academic potential and that teachers will provide quality instruction for all each day.
- ü To promote high academic standards in each subject area. It is expected that all academic areas will show significant growth over the prior year. Teachers and students will be spending extra instructional time in the area of math.
- ü To have at least 70% of the students increase their math achievement by at least one year. A totally individualized program has been adopted to help students meet this goal.
- ü To have 90% of our 8th grade students meet or exceed the writing standards on the AIMS Test. Scores have been rising each year and teachers and students believe that this year we will achieve the 90% level. Program provides the resourcess for success.

Enrollment

October 1, 2005 School Year Student Enrollment : 751
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 52

Instructional Programs

- ü Gifted Programs
- ü Varied Special Education Classes
- ü Positive Adolescent Choices Training
- ü Traditional Schedule
- ü Band and Choir
- ü Beginning and Advanced Computer Training
- ü Seven Math Classes (Ability Based)
- ü Accelerated Reader Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 54 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide for the safety of each student in a positive climate that enables students to develop their full potential in academic, social, musical, & athletic areas. Students will have their special needs addressed in special ed or higher level classes.

Parents

To work with school personnel as a team to ensure students are performing at school to the best of their ability. These duties include making sure students are prepared, attend daily, study nightly, and have a positive self image.

Parents are encouraged to join our very active PTO. Meetings are held monthly in our school library. Check monthly newsletter for more information.

Transportation Policy

School provides buses to all students in enrollment area who reside more than one mile from school. Additional buses are provided for afterschool and sports programs. Supervision is provided until the last student has left for the day.

School Honors

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

Award/Honor	Year
ü 100 Most Wired Schools - Family PC Magazine	2000
ü Numerous Writing Contest Winners	2005
ü Poster Contest Winners / Technology Contest Winners	2005
ü First & Second Place District Spelling Champs	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	210	452	79327	91	92	98	520	516	518	13	16	19	23	21	20	50	51	46	14	12	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	118	240	38961	95	97	98	520	518	520	13	14	16	24	22	20	47	51	48	16	13	16
Male	92	212	40295	85	88	97	520	513	516	13	18	21	22	19	19	53	52	44	12	10	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	33	96	32327	92	94	98	503	499	499	24	24	27	27	28	25	39	43	41	9	5	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	169	337	36373	90	92	98	522	520	538	11	14	10	22	18	14	53	54	52	14	13	25
Students with Disabilities	17	47	9321	44	56	87	453	465	467	59	55	54	18	23	22	24	21	21	NA	NA	3
Students without Disabilities	193	405	70006	100	100	100	525	521	524	9	12	14	23	20	19	52	55	49	16	13	18
Limited English Proficient Students	NC	14	9431	NC	88	95	NC	473	466	NC	64	53	NC	21	27	NC	7	18	NC	7	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	63	174	37097	82	87	97	500	503	498	22	23	27	32	25	25	38	45	41	8	7	7
Non-Economically Disadvantaged	147	278	42230	95	96	99	529	524	535	9	12	11	19	18	15	55	55	50	17	15	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	220	476	79501	95	97	98	504	497	497	7	9	10	19	24	25	69	64	60	5	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	122	243	39062	98	98	99	509	506	502	5	4	8	16	22	23	72	69	64	7	5	5
Male	98	233	40368	91	96	98	496	487	491	9	14	13	22	26	27	65	59	57	3	1	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	34	101	32389	94	99	98	490	478	478	9	15	16	29	35	34	59	50	48	3	1	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	178	353	36446	95	96	99	505	502	516	7	8	4	17	20	15	72	69	73	4	3	7
Students with Disabilities	27	71	9411	69	85	88	447	452	453	33	34	36	44	39	36	22	27	26	NA	NA	1
Students without Disabilities	193	405	70090	100	100	100	511	504	502	3	4	7	16	21	24	76	71	65	6	3	5
Limited English Proficient Students	NC	16	9401	NC	100	94	NC	444	443	NC	44	40	NC	25	46	NC	31	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	67	184	37183	87	92	97	486	484	479	13	15	16	30	29	34	54	55	49	3	1	1
Non-Economically Disadvantaged	153	292	42318	99	100	99	511	504	513	4	5	5	14	21	17	76	70	70	6	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	229	487	80000	99	99	99	554	547	564	3	4	3	14	15	11	72	74	75	10	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	124	248	39288	100	100	99	574	568	579	1	2	2	7	7	6	79	82	77	13	10	16
Male	105	239	40644	97	99	98	529	525	549	7	6	4	22	24	15	65	65	74	7	5	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	35	100	32672	97	98	99	546	536	548	6	6	4	9	14	14	80	76	76	6	4	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	186	365	36602	99	99	99	554	549	579	3	3	2	16	17	7	70	72	75	11	8	16
Students with Disabilities	36	79	9919	92	94	93	476	487	505	14	13	9	47	42	35	39	46	54	NA	NA	2
Students without Disabilities	193	408	70081	100	100	100	567	558	571	2	2	2	8	10	7	79	79	79	12	9	12
Limited English Proficient Students	NC	15	9571	NC	94	96	NC	487	502	NC	13	10	NC	33	29	NC	53	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	75	193	37534	97	97	98	524	532	547	7	5	4	24	21	15	67	69	76	3	5	5
Non-Economically Disadvantaged	154	294	42466	99	100	100	569	557	578	2	3	2	9	12	7	75	76	75	14	9	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	235	434	78546	96	95	97	553	550	543	9	10	15	18	18	18	57	58	52	16	15	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	126	210	38645	98	97	98	549	549	545	7	8	13	17	17	18	63	62	54	13	12	15
Male	109	224	39792	94	93	97	557	551	542	10	11	17	18	18	17	51	53	50	20	17	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	38	85	31177	93	97	97	534	536	524	18	14	22	24	22	23	47	58	48	11	6	7
Asian/Pacific Islander	NC	11	1940	NC	100	99	NC	564	580	NC	9	5	NC	9	9	NC	55	53	NC	27	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	187	327	36450	97	95	97	557	554	563	7	9	7	16	16	12	60	58	57	17	17	23
Students with Disabilities	23	36	8093	72	61	82	497	502	489	39	31	50	39	44	24	22	25	23	NA	NA	2
Students without Disabilities	212	398	70453	100	100	100	558	554	549	5	8	11	16	15	17	61	61	56	18	16	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	62	154	34694	94	91	96	538	545	524	11	11	23	32	24	23	48	53	48	8	12	7
Non-Economically Disadvantaged	173	280	43852	97	98	99	558	553	559	8	9	10	13	14	13	61	60	56	19	16	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	241	448	79045	98	98	98	527	519	512	3	6	10	17	21	25	71	66	58	9	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	129	216	38860	100	100	98	529	526	519	2	3	7	12	16	22	78	75	62	9	7	8
Male	112	232	40075	97	97	97	524	513	505	4	9	12	24	27	28	63	58	54	9	6	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	40	88	31314	98	100	98	507	507	493	10	9	16	23	24	34	60	64	48	8	3	2
Asian/Pacific Islander	NC	11	1949	NC	100	99	NC	512	536	NC	9	4	NC	18	15	NC	64	66	NC	9	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	190	336	36730	98	98	98	532	524	532	2	5	4	15	20	16	74	67	68	9	7	12
Students with Disabilities	29	50	8552	91	85	87	472	467	463	17	26	35	55	52	40	28	22	23	NA	NA	1
Students without Disabilities	212	398	70493	100	100	100	533	525	517	1	4	7	12	18	24	76	72	62	10	7	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	63	162	34922	95	96	96	515	510	493	5	9	15	21	25	34	71	63	48	3	4	3
Non-Economically Disadvantaged	178	286	44123	99	100	99	531	524	527	3	5	6	16	20	18	70	68	66	11	8	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	244	447	79657	100	98	99	575	566	566	3	3	3	3	5	8	92	90	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	129	216	39120	100	100	99	586	580	580	2	2	2	2	2	4	95	94	92	2	2	2
Male	115	231	40423	99	96	98	562	553	553	4	4	5	4	8	12	89	87	83	3	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	41	87	31642	100	99	99	566	558	552	7	5	5	2	6	11	88	89	84	2	1	0
Asian/Pacific Islander	NC	11	1948	NC	100	99	NC	567	589	NC	9	1	NC	NA	3	NC	91	91	NC	NA	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	192	336	36929	99	98	99	576	568	579	2	2	2	4	6	5	92	90	91	2	2	2
Students with Disabilities	31	49	9069	97	83	92	513	511	508	16	14	11	19	20	30	65	65	58	NA	NA	1
Students without Disabilities	213	398	70588	100	100	100	583	573	573	1	2	2	1	4	5	96	93	91	2	2	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	66	164	35341	100	97	97	566	556	551	5	5	5	5	6	12	91	88	83	NA	1	0
Non-Economically Disadvantaged	178	283	44316	99	99	100	578	572	578	2	1	2	3	5	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	241	453	78400	96	94	97	558	561	554	15	15	21	24	20	19	53	54	47	8	11	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	123	227	38686	98	97	98	556	559	554	13	12	20	23	22	20	59	56	49	5	10	12
Male	118	226	39636	95	92	96	559	562	554	17	17	23	25	18	18	46	51	46	12	13	13
African American	NC	12	4193	NC	92	97	NC	542	533	NC	25	32	NC	25	23	NC	42	40	NC	8	5
Hispanic	35	95	30732	97	100	97	547	550	534	9	16	31	46	29	24	40	45	40	6	9	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	195	335	37038	97	93	97	561	564	575	15	14	11	21	18	14	55	56	56	9	12	19
Students with Disabilities	22	35	7840	69	56	81	530	506	498	23	46	60	45	31	18	23	17	20	9	6	2
Students without Disabilities	219	418	70560	100	100	99	559	564	560	14	12	17	22	19	19	56	57	50	8	12	14
Limited English Proficient Students	NC	NC	8956	NC	NC	95	NC	NC	502	NC	NC	56	NC	NC	25	NC	NC	18	NC	NC	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	65	150	33014	87	87	95	546	550	534	17	18	31	32	25	24	45	48	40	6	9	5
Non-Economically Disadvantaged	176	303	45386	100	98	99	562	566	569	14	13	15	21	18	15	56	56	52	9	13	18

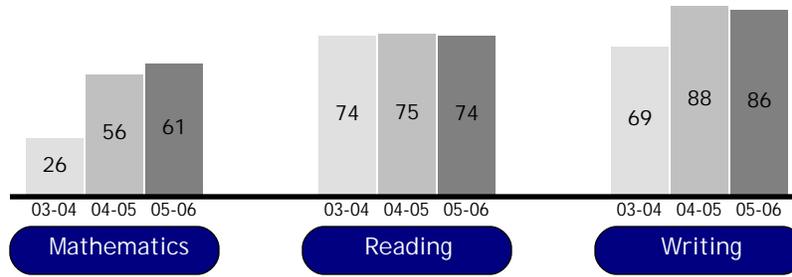
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	250	476	79179	100	99	98	533	531	519	6	8	11	20	19	27	70	68	58	4	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	127	236	38974	100	100	99	537	536	524	4	6	8	16	16	25	77	72	61	3	5	5
Male	123	240	40124	99	98	97	529	526	513	7	10	13	24	22	28	63	63	54	6	5	4
African American	NC	14	4243	NC	100	98	NC	533	506	NC	21	14	NC	7	32	NC	57	51	NC	14	3
Hispanic	36	96	30987	100	100	98	521	521	498	11	11	17	28	23	36	61	63	45	NA	3	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	201	353	37467	100	98	98	537	534	539	3	6	5	19	19	17	72	69	70	5	6	8
Students with Disabilities	31	58	8567	97	94	88	487	469	467	23	41	39	35	33	38	42	26	22	NA	NA	1
Students without Disabilities	219	418	70612	100	100	99	538	538	524	3	3	7	18	17	25	74	73	62	5	6	5
Limited English Proficient Students	NC	NC	9013	NC	NC	95	NC	NC	461	NC	NC	40	NC	NC	48	NC	NC	12	NC	NC	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	73	166	33345	97	97	96	518	519	499	14	13	17	19	23	36	67	61	46	NA	3	1
Non-Economically Disadvantaged	177	310	45834	100	100	99	539	537	533	2	5	7	20	17	19	71	71	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	253	479	79734	100	100	99	571	562	554	2	2	3	12	15	19	86	82	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	127	236	39243	100	100	99	582	577	568	1	0	2	6	8	12	93	91	85	1	0	1
Male	126	243	40413	100	99	98	559	548	541	2	3	4	18	23	26	79	74	70	NA	NA	0
African American	NC	14	4285	NC	100	99	NC	546	548	NC	NA	3	NC	29	22	NC	71	74	NC	NA	0
Hispanic	36	95	31254	100	100	99	567	559	539	3	1	5	17	18	25	81	81	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	204	357	37668	100	99	99	574	565	569	1	2	1	10	14	13	88	83	85	0	0	1
Students with Disabilities	33	59	8943	100	95	92	508	494	495	12	14	11	33	44	51	52	41	38	3	2	1
Students without Disabilities	220	420	70791	100	100	100	578	571	561	NA	0	2	9	11	15	91	88	83	NA	NA	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	75	168	33718	100	98	97	554	552	538	5	3	5	17	20	26	76	76	69	1	1	0
Non-Economically Disadvantaged	178	311	46016	100	100	100	578	568	567	NA	1	2	10	13	14	90	86	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)

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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	97	52	NA	56	99	51	52	51	94	61	58	56
	Language	98	52	50	48	99	49	48	47	97	54	50	50
	Mathematics	99	65	66	66	99	51	53	52	89	61	59	58
7	Reading	99	58	NA	54	99	57	55	50	98	65	59	54
	Language	99	63	64	58	99	61	57	52	98	67	65	58
	Mathematics	100	56	59	62	99	50	53	50	95	58	59	54
8	Reading	99	61	NA	55	100	58	57	51	98	67	67	58
	Language	98	65	64	52	100	54	54	50	99	63	61	56
	Mathematics	100	58	62	61	100	53	56	53	94	61	65	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)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü Curriculum Development
- Ü Program Development
- Ü Extracurricular Activities
- Ü Fund Raisers
- Ü Policy Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	4.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	6	0	0
4 to 6 years	3	1	0	0
7 to 9 years	4	4	0	0
10 or more years	2	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	187
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	0%

Resources Available at School Site

Special Facilities

- Ü Computers Available in Every Classroom
- Ü Computer Lab (IBM)
- Ü Library (Computers and 10,000 Books)
- Ü Media Center & Closed Circuit TV

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Sports (Intramural and Competitive)
- Ü Clubs
- Ü CAMP (Academically Talented Program)
- Ü PLATO Lab
- Ü Tutoring
- Ü Peer Mediation

Social Services

- Ü After School Programs
- Ü Scouting Programs
- Ü Young Marines
- Ü Sports Programs
- Ü Character Counts
- Ü Teen Court
- Ü Peer Mediation
- Ü Superstition Springs Mental Health

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Recipient of a grant for a full-time School Resource Officer and a half-time School Probation Officer. The duties of both employees include teaching students about how the law applies to young people, and they provide 180 hours of direct instruction.
- ü NATIONAL JUNIOR HONOR SOCIETY
Students must have an average of 89.5%, and perform at least 20 hours of Community Service. This year we will induct over 100 new members. A free Disneyland trip is the culminating activity for all successful members.
- ü There was an increase of 56% in our test scores this year! Currently our reading and writing scores are among the highest in the East Valley. Our two year increase in test scores of 104% is unprecedented!
- ü Our Science Club sponsors a two day trip to San Diego each year. Students study marine biology and visit Sea World, and the Scripps Aquarium. A whale watching tour is the final activity. This is a 7th Grade Activity.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	92	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

We have a resource officer and probation officer on campus. Thunder Mountain is designated a drug-free, alcohol-free, and tobacco-free zone. Students have an excellent relationship with the adults on campus. As a result, students feel free to alert staff of any conditions which make them feel uneasy on campus. Last year, disciplinary referrals dropped by over two thirds. We pride ourselves on a safe, friendly environment. Students want to be here.

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) :

6

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	Sue Wood	(480) 982-1110
Transportation Policy	Max P. Ragsdale	(480) 982-1110
Community Resources	Carol Shepherd	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	Fran Stewart	(480) 982-1110
Student Health/Nurse	April Jeffrey	(480) 982-1110

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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