

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 (Primary K-3)
 Charter Title I Magnet Choice

Name of Principal: Mr. Tracy Allred

Official School Name: Jack Daley Primary School

School Mailing Address:
3500 W 2nd Street
PO Box 610
Thatcher, AZ 85552-0610

County: Graham State School Code Number*: 549

Telephone: (928) 348-7240 Fax: (928) 348-7243

Web site/URL:

http://www.thatcherud.k12.az.us/exec/eHome.asp?set_site_to=JDS&division=Site:+Home&group E-mail:
tallred@thatcherud.k12.az.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Paul Nelson

District Name: Thatcher Unified District Tel: (928) 348-7201

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Preston Alder

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space. Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 1 | Other |
| 4 | TOTAL |

2. District Per Pupil Expenditure: 6518

Average State Per Pupil Expenditure: 7730

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 4 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	44	73	117	8	0	0	0
1	59	47	106	9	0	0	0
2	53	40	93	10	0	0	0
3	50	50	100	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							416

6. Racial/ethnic composition of the school: % American Indian or Alaska Native
 1 % Asian
 2 % Black or African American
 20 % Hispanic or Latino
 1 % Native Hawaiian or Other Pacific Islander
 76 % White
 0 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 15 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Total of all transferred students [sum of rows (1) and (2)].	60
(4)	Total number of students in the school as of October 1.	403
(5)	Total transferred students in row (3) divided by total students in row (4).	0.149
(6)	Amount in row (5) multiplied by 100.	14.888

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 222

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 43

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>38</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>6</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>38</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	95%	96%	96%
Daily teacher attendance	99%	98%	98%	99%	99%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Jack Daley Primary School is home to 415 happy, safe, energetic students. We have a great Staff that includes 25 highly qualified teachers, along with 12 very dedicated support staff. This group of individuals love the students they work with. They also have a great respect for each other and are always willing to help each other out. We consider ourselves a family because of the unity and goals we share.

Jack Daley Primary School has the slogan "Champions for Children" We truly take our job seriously and strive to make each day the very best in the lives of our students. Our mission "We believe that each child is endowed with unique traits and capabilities. It is our goal to provide a learning environment where all students can achieve." Our teachers take this to heart and spend many hours preparing meaningful lessons for their students. They do a great job teaching to a variety of levels by challenging those that need to be challenged and helping those that are below grade level with appropriate instruction. They also catch all those students in between.

Jack Daley Primary School is situated in the small community of Thatcher. Thatcher is a great place to live and raise a family. The community is very involved in the lives of its young people. Our student population is made up of different ethnic groups that include Anglo, Hispanic, Native American, and African American. The economic structure includes Farming, Ranching, Mining, Education, Government, and Business. A variety of activities are offered to the young people of our community. These activities include Orcastra, Theater, Dance, Gymnastics, Pop Warner Football, Little League Basketball, Club Wrestling, Little League Baseball, Soccer, Boys and Girls Scouts, and 4-H.

The strengths of Jack Daley Primary School are many. The community is very involved in our school. We currently have 40+ volunteers that will clock over 800 hours of services this year at the school helping students, teachers, and office staff. We are also blessed to have Eastern Arizona College in our community. We are able to employ 10 to 12 college students through the Federal work-study program and the America Reads Grant. These students each work an average of 10 hours each week through out the school year. It has been said having a successful school takes the efforts of the entire community.

Parent support also plays a huge part of our success. Parents are encouraged to and are reminded often to read with their children everyday. We know that the research shows that a child attitude towards school is linked closely to how well they can read. We are also blessed with a very active PTO that spends countless hours helping our teachers and students with recourses the school can't obtain. Our parents also support the discipline policies which are 1. Hands off 2. If it's negative don't say it 3. Respect your teacher, you classmates, and yourself and 4. Respect School property. These policies have allowed us to create a safe, caring learning environment for our children.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

JDPS was a Highly Performing school in 2004; in 2005 this rating went down to Performing Plus, dropped again to Performing in 2006. It was at this point that things started to swing for us as we were aligning or curriculum grades K -3 to be a building block upon each other. In 2007 we returned to a Performing Plus, and then in 2008 we returned to a Highly Performing school. This was done with a much larger student body and bigger class loads.

We have really concentrated in the areas of writing and reading. Math scores have always been quite strong. Following is some of the numbers over the past 5 years. Here is a list of representative percentages of students who met, or exceeded in the 3 core areas.

Math 2004 = 75%, Reading 2004 = 75%, Writing 2004 = 91%

Math 2006 = 88%, Reading 2006 = 78%, Writing 2006 = 56%

Math 2008 = 89%, Reading 2008 = 77%, Writing 2008 = 93%

As you can see we are not perfect but we are showing a steady improvement in all core areas. We will never be satisfied with where we are until we achieve the highest level which means all of our students will meet or exceed in the 3 core areas. This can only be done if we continue to assess the Data, differentiate instruction, adjust curriculum needs, in-service teachers in areas of need, and communicate with each other consistently.

2. Using Assessment Results:

Jack Daley Primary School (JDPS) is very serious when it comes to Assessment Results. This is how we build winning programs or curriculums for our students. Thatcher Unified Schools is a data driven school district. Our teachers are not only encouraged to look at the assessment results, but are given the time to set down and analyze the data from these results.

Over the past 5 years we have been able to look at our test scores and pick up on trends of our student population. This has allowed us to develop a curriculum that meets the needs of all our students. Because of these changes we have been able to stay on a course of steady improvement.

We review the results of several assessments too help us develop our teacher in-services. All teacher in-services are designed to address the areas we have concerns with. We use our DIBELS scores to identify children with needs in reading. Teachers use these scores to develop a reading program that will target these students specific needs. These scores are also part of the rubric to place children in the Title I reading program.

AIMS and Terra Nova scores are broken down and used school wide in helping us develop programs that will help us in the areas of Reading, Writing, and Math. These two assessments have played a big part in grade level planning as well as cross grade level planning. Our scores have been steadily improving over the past four years.

Three years ago our writing scores were down. We took the assessment data and developed a strategy to concentrate more on the 6 traits of writing as well just writing more. This was implemented in our 1st through 3rd grade classrooms and has seemed to be helping.

3. Communicating Assessment Results:

We try very hard to communicate with our parents, students, and community about the assessment results. We list our results in our local newspaper, on our school web site, along with a district news bulletin. Each family also receives a copy of their child assessment results from the school.

JDPS has a site council made up of Parents, Staff, and Community leaders. This council meets four times a year to discuss Curriculum, Physical Facility, Student Activities, and the overall direction the school is heading. We value the input of this committee and do our very best to follow the direction they give.

Teachers at JDPS meet in grade level meetings at least one time a week. They also put in 40 hours of curriculum work in the summer. The teachers take a lot of pride in what they do and as I have said these highly qualified teachers are very data driven in their preparation.

4. Sharing Success:

Sharing Success with others is a very key element in achieving ones goals. We as educators at JDPS continually talk to others that have succeed in helping their students reach higher and increase their level of understanding.

We encourage our teachers to visit other schools and ask questions dealing with what works and what doesn't for them. The teachers are also encouraged to share with others our successes and failures as well. We believe education is a joint effort and if we are to improve then we can not ever become content with where we are. Our attitude about education will become the attitude of our student's weather it be good or bad. I will always watch to make sure the attitude our teachers; students and parents are positive and healthy.

Our county superintendent puts together a large variety of teacher trainings that allow teachers from 6 different school district an opportunity to meet and collaborate. Many great ideas and strategies are talked about in these inservices. Every summer the area teachers meet and discuss the victories and defeats with in their classroom over the past school year.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum used at Jack Daley Primary School (JDPS) is researched and chose by all teachers. Our observation over the years is that if you want your teachers to follow the curriculum then they must believe in it and have buy in. The Highly Qualified professionals (Teachers) review, research, and decide what curriculum will best meet our needs.

At JDPS our reading and language arts curriculum is the McGraw - Macmillan (MM) program. In our research we found MM program reaches the full spectrum of students. It is very challenging for our high leveled achievers, yet it meets the needs of our average to above average students. Perhaps one of the strengths of this program is the remediation for our low level learns. We have found that the MM program meets the needs of our students by offering the most updated research based data for the young people we instruct each day.

The Math curriculum we use is divided into 2 parts. K - 1 use Saxon Math, while 2 -3 use Excel Math. The reasoning behind this is we want to challenge our students in the area of math. We piloted the Excel program K - 3 and found that excel did not meet the needs of our K -1 students but the old program of Saxon did. We found just the opposite with the excel program in grades 2 -3. It was decided that we would pilot the use of both programs the next year. Our results came back that the students moving from 1st to 2nd grade transitioned well. Our math scores have been one of our strong areas and seem to show a steady improvement each year.

The other reason these curriculum programs were chosen by our teachers is because they not only meet our state standards, but exceed them in many areas. I would also like to mention that even though the teachers research and chose the curriculum, the community is encouraged to come in and review these programs and give us their feedback. The site council is also involved in the selection process. As I stated earlier educating our children is a community effort.

Our Science curriculum is the Harcourt series. Once again this Series was chosen because it met the State standards for science. It also had a good sequence to follow which makes it flow better for teacher and student.

The Social Studies Curriculum is McGraw-Hill. This Series was chosen because it not only meets the State standards but compliments our Reading, Writing, and Language Arts programs that are also McGraw-Hill.

The Art program or curriculum is called Art Masterpiece. This program teaches Art, and Art appreciation. This is team taught by the Teacher and a Parent. This is another example of parent and community involvement.

2a. (Elementary Schools) Reading:

Jack Daley Primary School (JDPS) continually promotes balanced literacy with a heavy emphasis on phonological awareness and phonics. That is why the teachers choose to use the McGraw Macmillan (MM) as their core reading program. This program provides new as well as experienced teachers with the necessary tools to exceed the state standards as well as develop lifelong competent readers which are essential in today's technologically advanced society.

The high scores in phonics and phonological awareness are due to various factors; one of which is teachers at all grade levels are creative and consistent in their implementation of the MM lessons. JDPS also has an excellent intervention program for those students who lag behind in all areas. These students are provided more time and different instruction. McGraw Hill provides most of the ideas for these intervention groups, but the interventionist also attend numerous workshops throughout the U.S. to hone their skills and increase their expertise. The classroom and intervention teachers pay close attention to the assessments to determine the needs

of each child. This intervention is set up in a pull-out model with three to five students per group. These children receive intentional teaching based on their specific needs. The classroom teachers, parents, and interventionists meet regularly to discuss the success of the interventions and communicate alternative ideas.

The scores in the area of comprehension and vocabulary are also extremely high. This is also due to the teachers' creative and consistent implementation. One of the techniques teachers and interventionist use is the research based "Think Aloud" model. Comprehension instruction also includes costumes, music, and art to teach the various strategies. These different methods meet the needs of the students' different learning styles.

3. Additional Curriculum Area:

Jack Daley Primary School knows what children need to become strong, literate members of the Science community. Jack Daley Primary teachers align their yearly curriculum with the Science standards. Students need to be actively engaged in the inquiry process, to understand how systems interrelate, and to analyze data found in Science.

Jack Daley Primary teachers actively engage their students in the inquiry process! Regardless of the students' objectives, students must go through the process of questioning, making predictions, planning (experiments or ways of problem solving), and then conducting the experiments or methods of problem solving!

Jack Daley Primary teachers provide opportunities for students to identify parts or components of systems and to show how they interrelate! This could be demonstrated in simple areas such as states of matter, weather, and space, to complex areas such as plant and animal cells or human body systems. Students must make sense of the world around them by explaining how systems interrelate!

Jack Daley Primary teachers offer students opportunities to analyze data obtained, to compare results of investigations to predictions made prior to the investigation, and to generate questions for possible future investigations.

Jack Daley Primary School knows once again that students need to be actively engaged in the inquiry process, to understand how systems interrelate, and to analyze data found in Science to be responsible community members that are decision makers, problem solvers and managers in an ever-changing science and technological world.

4. Instructional Methods:

At Jack Daley Primary School, we celebrate no two children being alike, therefore, they don't learn the same way. What constitutes an enriched environment for one student may not be for another. We also celebrate no two teachers being the same and are led by a Principal that fosters differentiation among his staff. This allows many opportunities for children to learn in their own best way. Together, we strive to provide the best learning environment for every child.

We differentiate content. Students are pre-assessed to determine who has an understanding of the concepts. Those children can, push forward to a higher level of application of the skill; while those who need to learn can progress under the teacher's direction.

We differentiate activities. It's vital to give students alternative paths to manipulate concepts. When a story is shared with the class a graphic organizer is created, the complexity of the organizer is manipulated by the teacher to accommodate individual needs.

We differentiate product. Students working below grade level may be asked to produce something simple (draw a picture of the setting), where children who are functioning above grade level may be asked to produce

something more complex (create a diorama of the setting). This is sometimes referred to as “tiered assignments”.

We manipulate the environment and accommodate individual learning styles on a daily basis. If a child that is hyper-sensitive to sound, get him ear muffs. If a child just must move, give him two desks to sit at and allow him to move between the two. If a child who struggles with completion of tasks, give him a picture schedule or timer to organize his time. If a child struggles with behavior, teach strategies to help and teach the other children tolerance and acceptance.

5. Professional Development:

Thatcher Unified Schools is a Data driven District. Just about all of our professional development is based on data. I as principal of JDPS will set down and look at the data from our test scores. I will then determine what type of professional development is needed to help my staff become stronger. We have found that in a lot of cases our entire district needs to be working on the same things. If this is the case then the district administrative team sets down and creates a professional development program for the entire district.

I also leave a window open to my staff to work on areas they feel they are weak in. This is done on an individual bases or even a grade level bases. Professional development plays a vital role in our school as well as in our school district.

6. School Leadership:

The principal of Jack Daley Primary School feels it is his responsibility to allow his staff of Highly Qualified Teacher to do what they are trained to do and that is make learning the best experience of their students lives. It is his responsibility to ensure the students follow the schools policies that allow us to have a safe environment that is conducive to learning. He is not a micro manager, when he hires a teacher he expects them to follow the schools curriculum and be a professional in every sense of the word. He does his best to make sure his staff has what they need to be successful in the classroom. If resources are limited then he encourages his staff to be creative in their lesson planning and make every effort to present a quality lesson that will leave an impression on their students.

His staff knows that he supports them and he is always available to assist them in any way. We have a non threatening environment at JDPS. It is a place where students want to be and where teachers look forward to working each day.

We know that nothing will tear a school apart quicker than bickering within. Loyalty to each other and what we are doing is the single most important part of our school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: AIMS

Edition/Publication Year: First/1997

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	89	90	89	90	71
Exceeds	41	19	15	21	35
Number of students tested	105	106	80	78	61
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets	71	72			
Exceeds	24	6			
Number of students tested	49	62			
2. Racial/Ethnic Group (specify subgroup): White (Not Hispanic)					
Meets	89	92			
Exceeds	42	22			
Number of students tested	85	86			
3. (specify subgroup): Hispanic					
Meets	88	88	62	83	
Exceeds	44	0	8	25	
Number of students tested	16	16	13	12	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Free and reduced lunch data were not available from the earlier years.

Subject: Reading

Grade: 3

Test: AIMS

Edition/Publication Year: First/1997

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	86	77	77	84	66
Exceeds	16	11	6	10	13
Number of students tested	105	110	80	78	61
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meets	79	62			
Exceeds	6	4			
Number of students tested	49	62			
2. Racial/Ethnic Group (specify subgroup): White (Not Hispanic)					
Meets	87	83	77	84	74
Exceeds	16	13	6	10	20
Number of students tested	85	87	63	64	50
3. (specify subgroup): Hispanic					
Meets	82	56	62	75	
Exceeds	19	0	8	8	
Number of students tested	16	16	13	12	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Data for Free and Reduced Lunch students from the earlier years did not show up on the state reports.