

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1965 East Hermosa Drive, Tempe, AZ 85282

Tempe School 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)

2004-05	N/A
2003-04	N/A
2002-03	Not Evaluated

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	N/A
2003-04	N/A
2002-03	Not Evaluated

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Julie Boles
 Schedule : 08:00 AM to 05:00 PM
 Grades : K-7
 2005 Enrollment : 313
 Web Address : www.tempeschools.org/schools/ward.htm
 Phone Number : (480) 491-8871
 Fax Number : (480) 491-1710
 E-mail : jboles@tempeschools.org

Mission

Our site council is being formed and in conjunction with the faculty, a mission statement will be developed in the near future.

The philosophy of the school is steeped in the school values of high expectations, structure, consistency, involvement, communications and diversity.

School / Academic Goals

- ü Students are expected to read at or above grade level.
- ü Students are expected to achieve at or above grade level in Mathematics.

Enrollment

October 1, 2004 School Year Student Enrollment : N/A
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 313

Instructional Programs

- ü Direct Instruction
- ü Mastery Learning
- ü Positive Discipline
- ü High Academic Standards
- ü Required Parent Service
- ü Uniforms

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 35 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Ward Traditional Academy will provide a quality and safe environment for all to learn. This environment will ensure acceleration, meaningful study, and dedicated teaching.

Parents

Parents will serve no less than 20 hours to the school each year. Parents are also expected to attend parent-teacher conferences, check backpacks daily, ensure that homework is being completed, and support the discipline policy. Parents are provided weekly progress reports so that they can stay informed of their child's academic success and support the instruction of the school.

Transportation Policy

Ward Traditional Academy offers regional buses from (and to) most schools within the Tempe Elementary School District. In addition, a late bus is offered daily for those students who engage in after school tutoring or extra curricular activities.

School Honors

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

Award/Honor	Year
ü N/A	
ü N/A	

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1702	79306	--	100	99	--	438	445	--	13	10	--	22	18	--	49	51	--	17	20
All Students (Prior Year)	--	1518	75509	--	99	100	--	512	521	--	17	13	--	25	23	--	32	33	--	25	31
Female	--	868	38691	--	100	99	--	436	446	--	13	10	--	23	18	--	48	52	--	16	20
Male	--	834	40583	--	100	99	--	440	445	--	13	11	--	21	18	--	50	50	--	17	21
African American	--	177	4041	--	99	99	--	433	426	--	17	17	--	21	23	--	50	50	--	12	10
Hispanic	--	806	32869	--	100	99	--	426	429	--	16	15	--	26	25	--	50	51	--	9	10
Asian/Pacific Islander	--	56	1935	--	100	99	--	464	474	--	4	3	--	16	9	--	49	48	--	31	40
American Indian/Alaskan Native	--	162	4264	--	100	100	--	420	419	--	18	19	--	31	30	--	45	45	--	6	6
White	--	501	36197	--	100	99	--	461	463	--	7	5	--	14	11	--	47	53	--	33	31
Students with Disabilities	--	206	10321	--	100	100	--	395	389	--	33	30	--	29	27	--	28	34	--	10	9
Students without Disabilities	--	1496	69060	--	100	98	--	444	454	--	10	7	--	21	17	--	51	54	--	18	22
Limited English Proficient Students	--	335	15509	--	100	100	--	408	406	--	22	20	--	32	30	--	42	45	--	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	1144	39415	--	99	96	--	427	431	--	17	15	--	28	25	--	46	50	--	10	10
Non-Economically Disadvantaged	--	558	39966	--	100	100	--	458	459	--	6	6	--	11	12	--	54	52	--	29	30

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	--	1702	79395	--	0	99	--	440	446	--	14	9	--	25	25	--	51	55	--	9	11
All Students (Prior Year)	--	1520	75492	--	100	100	--	512	519	--	16	12	--	19	16	--	45	47	--	20	24
Female	--	869	38743	--	0	100	--	444	451	--	11	7	--	25	24	--	54	57	--	11	12
Male	--	833	40618	--	0	99	--	435	440	--	18	11	--	26	27	--	48	53	--	8	9
African American	--	177	4052	--	0	100	--	438	434	--	14	11	--	27	29	--	54	54	--	5	6
Hispanic	--	807	32915	--	0	99	--	428	426	--	18	15	--	30	35	--	46	47	--	5	4
Asian/Pacific Islander	--	56	1936	--	0	99	--	459	468	--	9	3	--	16	14	--	64	63	--	11	19
American Indian/Alaskan Native	--	162	4271	--	0	100	--	420	420	--	19	15	--	35	42	--	43	41	--	3	2
White	--	500	36221	--	0	99	--	464	465	--	7	4	--	15	15	--	59	63	--	19	17
Students with Disabilities	--	206	10331	--	0	100	--	383	388	--	44	25	--	26	37	--	23	34	--	6	4
Students without Disabilities	--	1496	69139	--	0	99	--	448	454	--	10	7	--	25	24	--	55	58	--	10	11
Limited English Proficient Students	--	334	15545	--	0	100	--	407	399	--	26	21	--	34	42	--	38	35	--	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	1144	39484	--	0	96	--	428	429	--	18	14	--	32	35	--	45	47	--	5	4
Non-Economically Disadvantaged	--	558	39986	--	0	100	--	462	461	--	6	4	--	13	16	--	62	63	--	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	1676	78869	--	99	99	--	447	442	--	6	6	--	22	21	--	56	63	--	16	10
All Students (Prior Year)	--	1507	75053	--	99	99	--	620	597	--	6	7	--	9	12	--	73	72	--	12	9
Female	--	856	38536	--	99	99	--	462	458	--	5	4	--	16	15	--	58	67	--	21	14
Male	--	820	40302	--	99	99	--	431	428	--	7	8	--	29	26	--	55	60	--	9	7
African American	--	174	4015	--	98	99	--	444	430	--	6	8	--	28	24	--	53	61	--	13	7
Hispanic	--	791	32606	--	98	98	--	437	426	--	8	8	--	23	27	--	58	60	--	11	5
Asian/Pacific Islander	--	56	1925	--	100	99	--	480	471	--	2	3	--	16	11	--	51	64	--	31	22
American Indian/Alaskan Native	--	160	4245	--	100	100	--	426	423	--	6	9	--	34	26	--	57	61	--	4	4
White	--	495	36078	--	100	99	--	467	459	--	4	4	--	16	16	--	55	66	--	25	14
Students with Disabilities	--	202	10246	--	100	100	--	371	367	--	19	18	--	42	39	--	34	40	--	4	4
Students without Disabilities	--	1474	68697	--	98	98	--	458	454	--	4	4	--	19	18	--	59	67	--	17	11
Limited English Proficient Students	--	328	15339	--	100	100	--	412	399	--	12	11	--	29	31	--	53	54	--	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	1122	39106	--	97	95	--	436	427	--	7	8	--	26	28	--	57	59	--	10	5
Non-Economically Disadvantaged	--	554	39837	--	100	100	--	466	457	--	4	4	--	14	14	--	55	67	--	26	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	--	1421	78906	--	100	99	--	492	498	--	17	13	--	20	19	--	44	48	--	19	20
All Students (Prior Year)	--	1354	76019	--	99	100	--	495	499	--	15	14	--	40	39	--	11	14	--	34	33
Female	--	721	38644	--	100	99	--	495	500	--	15	12	--	20	19	--	45	49	--	20	19
Male	--	700	40236	--	100	99	--	488	497	--	20	15	--	21	19	--	42	46	--	17	20
African American	--	165	4087	--	100	99	--	491	481	--	12	20	--	25	24	--	50	45	--	13	11
Hispanic	--	654	31938	--	100	99	--	480	481	--	25	19	--	22	25	--	41	46	--	12	10
Asian/Pacific Islander	--	54	1805	--	100	98	--	528	536	--	6	5	--	20	8	--	35	45	--	39	42
American Indian/Alaskan Native	--	136	4593	--	99	100	--	470	467	--	21	26	--	29	29	--	42	39	--	8	6
White	--	412	36483	--	100	99	--	513	517	--	8	7	--	12	13	--	48	51	--	32	30
Students with Disabilities	--	219	10664	--	100	100	--	416	430	--	56	42	--	18	27	--	19	26	--	6	5
Students without Disabilities	--	1203	68310	--	100	98	--	506	509	--	10	9	--	20	18	--	48	51	--	21	22
Limited English Proficient Students	--	257	12573	--	100	100	--	455	454	--	31	27	--	25	30	--	35	38	--	9	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	913	38679	--	98	96	--	484	483	--	22	20	--	25	25	--	41	45	--	12	10
Non-Economically Disadvantaged	--	509	40295	--	100	100	--	505	513	--	10	7	--	12	13	--	49	50	--	30	30

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	--	1418	78908	--	0	99	--	476	484	--	14	10	--	23	23	--	54	58	--	8	9
All Students (Prior Year)	--	1349	76020	--	99	100	--	498	503	--	33	25	--	23	23	--	36	40	--	8	12
Female	--	720	38648	--	0	99	--	483	489	--	9	8	--	22	22	--	59	61	--	10	10
Male	--	698	40233	--	0	99	--	469	479	--	19	12	--	24	25	--	50	55	--	7	8
African American	--	165	4092	--	0	99	--	480	473	--	14	12	--	15	28	--	66	54	--	5	5
Hispanic	--	651	31940	--	0	99	--	463	465	--	19	16	--	30	32	--	46	49	--	4	3
Asian/Pacific Islander	--	54	1805	--	0	98	--	502	507	--	6	4	--	18	13	--	59	65	--	18	18
American Indian/Alaskan Native	--	136	4569	--	0	100	--	456	457	--	18	18	--	34	39	--	45	41	--	3	2
White	--	412	36502	--	0	99	--	496	502	--	6	4	--	13	14	--	65	67	--	17	15
Students with Disabilities	--	219	10665	--	0	100	--	402	423	--	47	30	--	31	36	--	19	31	--	2	2
Students without Disabilities	--	1200	68312	--	0	98	--	489	493	--	8	7	--	22	21	--	61	62	--	9	10
Limited English Proficient Students	--	256	12556	--	0	100	--	438	436	--	27	24	--	34	40	--	36	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	912	38662	--	0	96	--	469	468	--	18	16	--	29	32	--	48	49	--	4	3
Non-Economically Disadvantaged	--	507	40315	--	0	100	--	487	498	--	7	5	--	13	15	--	65	66	--	15	14

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	--	1423	78750	--	100	99	--	497	500	--	7	6	--	30	29	--	60	63	--	3	2
All Students (Prior Year)	--	1350	75673	--	99	100	--	528	530	--	12	12	--	28	25	--	56	58	--	4	4
Female	--	722	38586	--	100	99	--	512	515	--	4	4	--	25	22	--	66	71	--	5	3
Male	--	701	40135	--	100	99	--	481	486	--	9	8	--	36	35	--	54	56	--	1	1
African American	--	167	4081	--	100	99	--	503	488	--	7	8	--	26	32	--	64	59	--	3	2
Hispanic	--	655	31841	--	100	99	--	484	483	--	10	8	--	35	36	--	54	55	--	1	1
Asian/Pacific Islander	--	54	1802	--	100	98	--	520	533	--	6	2	--	27	16	--	59	75	--	8	7
American Indian/Alaskan Native	--	136	4586	--	99	100	--	480	481	--	5	8	--	40	37	--	54	54	--	1	1
White	--	411	36440	--	100	99	--	515	516	--	3	3	--	22	22	--	69	71	--	6	4
Students with Disabilities	--	219	10622	--	100	100	--	394	415	--	28	21	--	50	50	--	21	28	--	2	1
Students without Disabilities	--	1205	68196	--	100	98	--	515	513	--	3	3	--	27	25	--	67	69	--	3	3
Limited English Proficient Students	--	255	12504	--	100	100	--	453	451	--	15	12	--	40	44	--	45	43	--	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	912	38558	--	98	96	--	489	485	--	9	8	--	36	37	--	53	54	--	2	1
Non-Economically Disadvantaged	--	512	40260	--	100	100	--	509	514	--	4	3	--	21	21	--	70	72	--	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

No AIMS test data found for this school.

The AIMS is administered only to Grades 3,5,8,10.

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?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	42	50	--	--	NA	58	--	--	41	47
	Language	--	--	33	43	--	--	44	50	--	--	39	47
	Mathematics	--	--	49	57	--	--	57	64	--	--	44	50
3	Reading	--	--	38	47	--	--	NA	55	--	--	41	44
	Language	--	--	45	54	--	--	54	61	--	--	40	44
	Mathematics	--	--	44	54	--	--	54	61	--	--	46	51
4	Reading	--	--	42	52	--	--	NA	56	--	--	43	48
	Language	--	--	40	48	--	--	45	52	--	--	45	49
	Mathematics	--	--	46	57	--	--	51	61	--	--	48	53
5	Reading	--	--	41	50	--	--	NA	55	--	--	46	50
	Language	--	--	38	46	--	--	43	49	--	--	45	50
	Mathematics	--	--	50	57	--	--	59	63	--	--	45	49
6	Reading	--	--	47	53	--	--	NA	56	--	--	45	51
	Language	--	--	38	45	--	--	38	48	--	--	42	47
	Mathematics	--	--	53	62	--	--	56	66	--	--	46	52
7	Reading	--	--	45	51	--	--	NA	54	--	--	40	50
	Language	--	--	47	54	--	--	50	58	--	--	45	52
	Mathematics	--	--	46	58	--	--	50	62	--	--	41	50

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

Council Duties

- 1 School Administrator(s)
 - 1 Non-certified Employee(s)
 - 3 Teacher(s)
 - 5 Parent(s)
 - 1 Community Member(s)
 - 1 Student(s)
- ü To be defined by the new s. council

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	2.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	4	5	0	0
7 to 9 years	0	3	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü A 32-station Computer Lab
- ü A Multipurpose Room
- ü Library Facility
- ü Music Room

Extracurricular Activities

- ü Student Council
- ü Homework club/tutoring
- ü After school Music
- ü After school Art
- ü After school P.E.

Social Services

- ü Counseling
- ü Health Services
- ü Intervention Team
- ü KidZone

ü WTA is in its first year of existence.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Transfers Out Rates ⁵	NA	12	12	17
Transfers In Rate ⁶	NA	28	28	37
Stability Rate ⁷	NA	87	87	82
Promotion Rate ⁸	NA	96	95	81
Retention Rate ⁹	NA	1	1	3
Dropout Rate ¹⁰	NA	0	1	6
Status Unknown ¹¹	NA	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

The school ensures an environment that promotes learning. No incidents have occurred at Ward Traditional Academy requiring intervention of law enforcement.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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	Julie Boles	(480) 491-8871
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	To Be Determined	
Student Health/Nurse	Elizabeth Sheldon, R.N.	(480) 491-8871

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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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** Due to booklet size printing, print copies are produced in multiples of 4.