

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06 Excelling

2004-05 N/A

2003-04 N/A

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

School Overview

Principal/Administrator : Mrs. Julie Boles
 Schedule : 08:00 AM to 04:30 PM
 Grades : K-7
 Web Address : www.tempeschools.org/schools/WardTA/in
 Phone Number : (480) 491-8871
 Fax Number : (480) 491-1710
 E-mail : jboles@tempeschools.org

Mission

The Ward Traditional Academy community commits to the highest standards of educational excellence by providing a learning environment that fosters students' academic strength, character, and potential for achievement as outstanding citizens of their generation.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met

2004-05 N/A

2003-04 N/A

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 Students are expected to read at or above grade level.
- ü Students are expected to achieve at or above grade level in Mathematics.
- ü Students are expected to write at or above grade level.
- ü Students should conduct their behavior to the highest standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 309
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 313

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 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 serve 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
• Excelling School in Arizona	2005

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	37	1503	80010	100	100	99	469	439	447	3	12	10	8	22	18	59	52	53	30	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	735	38935	100	100	99	457	438	447	6	12	9	11	22	19	72	53	55	11	13	17
Male	19	768	40974	100	100	98	479	440	448	NA	12	11	5	22	18	47	51	52	47	15	19
African American	NC	190	4201	NC	100	99	NC	426	430	NC	14	17	NC	28	23	NC	54	51	NC	4	9
Hispanic	NC	723	34545	NC	100	99	NC	430	432	NC	14	14	NC	26	24	NC	52	53	NC	8	9
Asian/Pacific Islander	--	44	2068	--	100	99	--	460	474	--	11	4	--	9	10	--	59	50	--	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	29	414	35142	100	100	99	482	465	465	NA	5	5	NA	12	11	62	53	56	38	31	28
Students with Disabilities	NC	256	10161	NC	100	93	NC	419	419	NC	29	28	NC	29	28	NC	32	36	NC	10	8
Students without Disabilities	33	1247	69849	100	100	100	467	443	451	NA	8	7	9	21	17	64	56	56	27	14	19
Limited English Proficient Students	NC	262	14013	NC	100	97	NC	409	413	NC	24	24	NC	38	34	NC	35	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	11	1056	39029	100	100	98	438	428	432	9	15	14	9	27	25	82	52	52	NA	7	9
Non-Economically Disadvantaged	26	447	40981	100	100	100	481	466	462	NA	5	6	8	11	13	50	54	54	42	30	27

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	37	1494	79438	100	100	98	485	443	451	NA	11	9	22	29	24	49	52	56	30	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	731	38775	100	99	99	491	449	457	NA	8	7	22	27	22	50	56	58	28	9	13
Male	19	763	40560	100	100	97	479	439	446	NA	14	12	21	30	25	47	49	54	32	7	9
African American	NC	188	4178	NC	100	98	NC	435	439	NC	12	13	NC	34	29	NC	51	52	NC	3	6
Hispanic	NC	717	34297	NC	99	98	NC	434	434	NC	14	14	NC	33	31	NC	50	50	NC	4	5
Asian/Pacific Islander	--	44	2063	--	100	99	--	459	475	--	5	3	--	18	15	--	70	63	--	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	29	413	34887	100	100	98	496	468	471	NA	5	4	14	19	15	48	58	63	38	18	18
Students with Disabilities	NC	250	9588	NC	98	88	NC	413	416	NC	31	30	NC	31	32	NC	34	34	NC	4	5
Students without Disabilities	33	1244	69850	100	100	100	487	449	456	NA	7	7	21	28	23	48	56	59	30	8	12
Limited English Proficient Students	NC	257	13856	NC	98	96	NC	404	407	NC	28	27	NC	46	43	NC	26	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	11	1048	38685	100	99	97	452	432	435	NA	14	14	27	33	32	64	50	50	9	3	5
Non-Economically Disadvantaged	26	446	40753	100	100	99	499	470	467	NA	5	5	19	17	16	42	59	62	38	19	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	37	1502	79971	100	100	99	454	424	423	NA	9	8	35	38	41	54	48	49	11	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	735	38974	100	100	99	479	439	437	NA	6	5	17	32	33	67	55	57	17	7	4
Male	19	767	40895	100	100	98	431	408	410	NA	12	10	53	44	47	42	42	41	5	2	2
African American	NC	190	4203	NC	100	99	NC	416	411	NC	8	11	NC	44	45	NC	46	43	NC	2	2
Hispanic	NC	720	34481	NC	99	99	NC	418	410	NC	10	10	NC	40	46	NC	47	43	NC	3	1
Asian/Pacific Islander	--	44	2067	--	100	99	--	449	449	--	5	4	--	25	28	--	55	60	--	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	29	416	35150	100	100	99	461	440	437	NA	5	5	34	34	35	52	53	56	14	8	5
Students with Disabilities	NC	258	10258	NC	100	94	NC	372	377	NC	23	23	NC	52	51	NC	23	25	NC	3	1
Students without Disabilities	33	1244	69713	100	100	100	460	434	429	NA	6	5	30	36	39	58	53	52	12	5	3
Limited English Proficient Students	NC	261	13985	NC	100	97	NC	375	382	NC	24	18	NC	50	54	NC	26	27	NC	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	11	1054	38994	100	99	98	444	414	409	NA	10	10	45	42	47	55	45	41	NA	2	1
Non-Economically Disadvantaged	26	448	40977	100	100	100	459	445	437	NA	6	5	31	29	34	54	55	56	15	11	5

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

4th 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	29	1609	80147	100	100	99	507	476	482	NA	12	11	17	21	17	41	45	49	41	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	824	39281	100	100	99	507	476	483	NA	12	9	17	21	17	39	44	50	43	22	24
Male	NC	785	40780	NC	100	98	NC	475	482	NC	12	12	NC	21	17	NC	46	48	NC	21	24
African American	NC	170	4249	NC	99	99	NC	464	464	NC	16	17	NC	21	22	NC	52	48	NC	12	13
Hispanic	10	779	33494	100	100	99	NA	468	466	NA	13	15	NA	25	23	NA	46	49	NA	16	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	495	515	NC	9	4	NC	13	8	NC	42	44	NC	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	15	464	36122	100	100	99	520	498	501	NA	8	5	13	13	10	27	41	50	60	37	35
Students with Disabilities	NC	243	10295	NC	99	92	NC	434	443	NC	40	33	NC	29	26	NC	23	33	NC	9	8
Students without Disabilities	28	1366	69852	100	100	100	507	483	488	NA	8	7	18	19	16	39	49	51	43	24	26
Limited English Proficient Students	NC	319	12722	NC	100	97	NC	438	441	NC	27	27	NC	36	33	NC	32	37	NC	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	12	1141	38371	100	100	97	499	464	465	NA	16	15	25	25	23	42	45	49	33	15	13
Non-Economically Disadvantaged	17	468	41776	100	100	100	513	503	498	NA	5	6	12	12	11	41	45	49	47	38	33

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	29	1601	79686	100	99	98	496	463	470	3	14	11	14	27	24	66	52	57	17	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	819	39163	100	99	99	500	470	475	4	11	9	13	23	22	61	56	60	22	9	10
Male	NC	782	40438	NC	99	97	NC	457	465	NC	16	13	NC	30	25	NC	48	54	NC	6	7
African American	NC	168	4228	NC	98	98	NC	461	458	NC	13	15	NC	27	28	NC	57	53	NC	3	4
Hispanic	10	773	33299	100	99	98	NA	454	452	NA	16	17	NA	32	32	NA	47	47	NA	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	472	490	NC	13	5	NC	22	13	NC	51	68	NC	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	15	463	35914	100	100	98	509	484	489	NA	8	5	20	15	15	53	62	67	27	14	14
Students with Disabilities	NC	239	9808	NC	98	87	NC	420	432	NC	47	35	NC	28	32	NC	23	30	NC	2	3
Students without Disabilities	28	1362	69878	100	99	100	495	471	475	4	8	8	14	26	23	64	57	61	18	8	9
Limited English Proficient Students	NC	314	12594	NC	98	96	NC	419	422	NC	36	34	NC	46	45	NC	18	21	NC	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	12	1134	38095	100	99	97	478	452	452	8	18	17	17	31	32	67	46	48	8	5	3
Non-Economically Disadvantaged	17	467	41591	100	100	99	508	490	486	NA	4	6	12	16	16	65	67	65	24	13	13

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	29	1606	80372	100	100	99	516	475	475	NA	4	4	14	32	30	72	62	64	14	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	823	39452	100	100	99	524	489	488	NA	3	3	9	22	22	74	72	72	17	3	3
Male	NC	783	40836	NC	99	98	NC	459	464	NC	6	6	NC	42	37	NC	51	56	NC	1	1
African American	NC	168	4264	NC	98	99	NC	473	465	NC	3	5	NC	37	35	NC	59	59	NC	1	1
Hispanic	10	779	33608	100	100	99	NA	468	462	NA	6	6	NA	35	36	NA	58	57	NA	1	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	493	500	NC	2	2	NC	20	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	15	462	36213	100	99	99	524	487	489	NA	4	2	13	23	22	67	69	72	20	4	3
Students with Disabilities	NC	242	10526	NC	99	94	NC	421	427	NC	18	15	NC	56	53	NC	26	31	NC	NA	1
Students without Disabilities	28	1364	69846	100	100	100	518	484	482	NA	2	3	11	27	26	75	69	69	14	2	2
Limited English Proficient Students	NC	318	12747	NC	99	97	NC	439	432	NC	11	12	NC	51	52	NC	38	36	NC	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	12	1138	38521	100	99	98	515	466	461	NA	5	6	17	37	38	67	56	55	17	1	1
Non-Economically Disadvantaged	17	468	41851	100	100	100	516	496	489	NA	2	3	12	18	22	76	77	72	12	3	4

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	35	1433	79306	100	100	99	531	500	504	11	14	13	6	21	20	43	48	49	40	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	691	38845	100	100	99	525	499	505	16	14	11	11	21	20	37	50	50	37	15	18
Male	16	742	40383	100	100	98	539	502	504	6	14	14	NA	21	19	50	46	47	44	18	19
African American	NC	155	4171	NC	100	98	NC	481	485	NC	23	20	NC	25	26	NC	45	44	NC	7	10
Hispanic	NC	661	32673	NC	100	99	NC	490	487	NC	15	18	NC	25	25	NC	50	46	NC	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	NC	114	4034	NC	100	97	NC	482	479	NC	18	22	NC	32	29	NC	39	43	NC	11	7
White	25	449	36234	100	100	99	555	522	523	NA	8	6	4	12	13	40	49	52	56	31	28
Students with Disabilities	NC	258	10286	NC	100	91	NC	461	462	NC	42	41	NC	29	27	NC	24	27	NC	6	5
Students without Disabilities	31	1175	69020	100	100	100	536	509	510	10	8	9	3	20	18	45	53	52	42	19	21
Limited English Proficient Students	NC	264	10291	NC	100	96	NC	465	458	NC	30	38	NC	37	34	NC	30	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	985	37437	NC	100	97	NC	488	486	NC	17	19	NC	26	26	NC	48	46	NC	9	9
Non-Economically Disadvantaged	26	448	41869	100	100	100	544	528	521	4	6	7	4	11	14	46	47	51	46	35	27

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	35	1423	79000	100	99	98	513	484	489	9	10	10	11	26	24	60	58	58	20	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	687	38774	100	99	99	512	488	494	16	8	7	5	23	22	58	61	61	21	8	10
Male	16	736	40150	100	100	98	515	481	485	NA	12	12	19	28	25	63	55	55	19	5	8
African American	NC	154	4153	NC	100	98	NC	472	476	NC	15	13	NC	31	30	NC	52	53	NC	3	4
Hispanic	NC	653	32508	NC	99	98	NC	473	472	NC	12	15	NC	30	33	NC	56	49	NC	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	NC	114	4016	NC	100	96	NC	470	467	NC	11	14	NC	39	37	NC	44	46	NC	5	2
White	25	448	36135	100	100	98	535	507	508	NA	4	4	4	15	14	68	66	67	28	15	15
Students with Disabilities	NC	248	9991	NC	97	88	NC	448	449	NC	33	33	NC	40	36	NC	25	29	NC	3	2
Students without Disabilities	31	1175	69009	100	100	100	517	492	495	6	5	6	6	23	22	68	65	62	19	7	10
Limited English Proficient Students	NC	259	10199	NC	98	95	NC	445	439	NC	27	35	NC	47	47	NC	25	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	977	37234	NC	99	97	NC	474	472	NC	13	15	NC	30	33	NC	55	50	NC	2	3
Non-Economically Disadvantaged	26	446	41766	100	100	99	525	508	505	NA	4	5	15	16	16	62	63	65	23	16	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	35	1430	79611	100	100	99	518	492	496	3	8	7	37	39	37	60	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	689	39016	100	100	99	525	507	511	5	4	4	21	32	29	74	62	66	NA	1	1
Male	16	741	40519	100	100	98	509	477	482	NA	11	10	56	46	44	44	43	46	NA	1	0
African American	NC	155	4188	NC	100	98	NC	483	486	NC	9	9	NC	45	40	NC	46	50	NC	1	0
Hispanic	NC	660	32855	NC	100	99	NC	484	481	NC	9	10	NC	41	43	NC	49	47	NC	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	NC	113	3992	NC	99	96	NC	487	478	NC	4	10	NC	47	46	NC	49	44	NC	NA	0
White	25	448	36380	100	100	99	542	507	511	NA	5	4	28	35	30	72	58	65	NA	2	1
Students with Disabilities	NC	257	10664	NC	100	94	NC	438	440	NC	23	23	NC	58	54	NC	19	22	NC	0	1
Students without Disabilities	31	1173	68947	100	100	100	522	503	504	3	4	4	32	35	34	65	60	61	NA	1	1
Limited English Proficient Students	NC	265	10362	NC	100	97	NC	443	438	NC	20	22	NC	56	57	NC	24	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	983	37626	NC	100	98	NC	482	479	NC	9	10	NC	43	45	NC	48	45	NC	0	0
Non-Economically Disadvantaged	26	447	41985	100	100	100	526	512	511	NA	4	4	38	31	30	62	62	65	NA	2	1

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

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	54	1262	79327	100	99	98	532	501	518	9	26	19	11	24	20	59	40	46	20	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	635	38961	96	99	98	525	501	520	8	23	16	13	26	20	71	43	48	8	8	16
Male	30	627	40295	100	98	97	538	500	516	10	30	21	10	22	19	50	38	44	30	11	16
African American	NC	152	4247	NC	98	98	NC	492	499	NC	29	27	NC	24	24	NC	42	41	NC	5	8
Hispanic	15	581	32327	100	98	98	499	490	499	27	33	27	33	26	25	27	36	41	13	6	8
Asian/Pacific Islander	--	45	1939	--	100	99	--	530	556	--	13	6	--	13	10	--	53	47	--	20	36
American Indian/Alaskan Native	NC	116	4391	NC	99	96	NC	483	489	NC	40	32	NC	27	27	NC	31	36	NC	3	4
White	33	368	36373	100	99	98	553	524	538	NA	13	10	NA	21	14	73	48	52	27	18	25
Students with Disabilities	NC	179	9321	NC	90	87	NC	454	467	NC	68	54	NC	17	22	NC	13	21	NC	2	3
Students without Disabilities	49	1083	70006	100	100	100	540	508	524	2	20	14	12	25	19	63	45	49	22	11	18
Limited English Proficient Students	NC	217	9431	NC	96	95	NC	456	466	NC	62	53	NC	27	27	NC	11	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	18	871	37097	95	98	97	504	490	498	17	32	27	33	27	25	39	35	41	11	6	7
Non-Economically Disadvantaged	36	391	42230	100	100	99	546	526	535	6	13	11	NA	16	15	69	53	50	25	18	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	53	1261	79501	98	98	98	522	488	497	2	13	10	9	29	25	85	54	60	4	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	634	39062	92	99	99	522	492	502	NA	11	8	13	27	23	83	57	64	4	5	5
Male	30	627	40368	100	98	98	523	484	491	3	15	13	7	31	27	87	51	57	3	3	3
African American	NC	152	4279	NC	98	99	NC	485	485	NC	13	14	NC	30	30	NC	57	54	NC	1	2
Hispanic	14	580	32389	93	98	98	497	476	478	NA	17	16	21	34	34	79	46	48	NA	2	1
Asian/Pacific Islander	--	45	1936	--	100	99	--	502	519	--	11	3	--	18	14	--	64	73	--	7	9
American Indian/Alaskan Native	NC	116	4401	NC	99	96	NC	472	473	NC	18	17	NC	39	40	NC	43	43	NC	NA	1
White	33	368	36446	100	99	99	538	512	516	NA	5	4	6	18	15	88	68	73	6	8	7
Students with Disabilities	NC	177	9411	NC	89	88	NC	446	453	NC	44	36	NC	31	36	NC	23	26	NC	2	1
Students without Disabilities	48	1084	70090	98	100	100	527	494	502	NA	8	7	8	28	24	88	59	65	4	4	5
Limited English Proficient Students	NC	217	9401	NC	96	94	NC	439	443	NC	41	40	NC	48	46	NC	11	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	18	871	37183	95	98	97	502	477	479	6	17	16	11	33	34	83	48	49	NA	1	1
Non-Economically Disadvantaged	35	390	42318	100	100	99	533	513	513	NA	4	5	9	19	17	86	67	70	6	9	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	54	1262	80000	100	99	99	584	549	564	NA	4	3	4	18	11	76	69	75	20	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	637	39288	96	99	99	597	563	579	NA	3	2	NA	11	6	75	73	77	25	13	16
Male	30	625	40644	100	98	98	574	534	549	NA	4	4	7	25	15	77	65	74	17	5	7
African American	NC	151	4307	NC	97	99	NC	548	551	NC	3	4	NC	21	13	NC	67	75	NC	10	7
Hispanic	15	581	32672	100	98	99	569	536	548	NA	5	4	7	21	14	87	69	76	7	5	6
Asian/Pacific Islander	--	45	1945	--	100	99	--	571	592	--	NA	1	--	20	4	--	62	69	--	18	25
American Indian/Alaskan Native	NC	116	4424	NC	99	97	NC	536	549	NC	5	3	NC	20	14	NC	73	77	NC	2	5
White	33	369	36602	100	99	99	600	570	579	NA	2	2	NA	12	7	70	70	75	30	16	16
Students with Disabilities	NC	179	9919	NC	90	93	NC	484	505	NC	11	9	NC	49	35	NC	38	54	NC	2	2
Students without Disabilities	49	1083	70081	100	100	100	592	558	571	NA	2	2	NA	13	7	78	74	79	22	10	12
Limited English Proficient Students	NC	217	9571	NC	96	96	NC	487	502	NC	12	10	NC	42	29	NC	47	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	18	870	37534	95	98	98	564	537	547	NA	4	4	6	22	15	89	68	76	6	6	5
Non-Economically Disadvantaged	36	392	42466	100	100	100	594	575	578	NA	2	2	3	9	7	69	72	75	28	17	16

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

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	1236	78546	100	99	97	552	523	543	5	24	15	19	24	18	62	46	52	14	7	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	609	38645	100	99	98	550	524	545	NA	20	13	18	25	18	73	48	54	9	7	15
Male	10	627	39792	100	99	97	NA	522	542	NA	27	17	NA	22	17	NA	43	50	NA	7	15
African American	NC	170	4205	NC	97	97	NC	502	524	NC	38	22	NC	28	22	NC	33	49	NC	1	7
Hispanic	NC	588	31177	NC	99	97	NC	516	524	NC	26	22	NC	25	23	NC	45	48	NC	4	7
Asian/Pacific Islander	NC	33	1940	NC	100	99	NC	537	580	NC	12	5	NC	15	9	NC	67	53	NC	6	33
American Indian/Alaskan Native	--	108	4689	--	100	95	--	512	515	--	25	28	--	32	25	--	39	43	--	4	4
White	12	336	36450	100	100	97	566	549	563	NA	13	7	17	17	12	67	54	57	17	16	23
Students with Disabilities	NC	163	8093	NC	98	82	NC	473	489	NC	63	50	NC	22	24	NC	14	23	NC	1	2
Students without Disabilities	19	1073	70453	100	99	100	555	530	549	5	18	11	16	24	17	63	50	56	16	8	16
Limited English Proficient Students	--	227	9323	--	100	94	--	485	491	--	52	47	--	28	28	--	20	24	--	0	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	13	830	34694	100	99	96	541	512	524	8	29	23	23	27	23	62	41	48	8	3	7
Non-Economically Disadvantaged	NC	406	43852	NC	100	99	NC	546	559	NC	13	10	NC	18	13	NC	54	56	NC	15	22

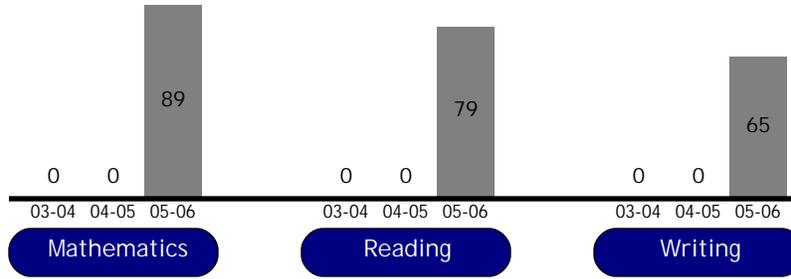
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	1237	79045	100	99	98	544	497	512	5	15	10	5	31	25	71	50	58	19	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	610	38860	100	99	98	540	505	519	NA	11	7	9	29	22	82	56	62	9	4	8
Male	10	627	40075	100	99	97	NA	490	505	NA	18	12	NA	34	28	NA	44	54	NA	3	6
African American	NC	171	4250	NC	97	98	NC	477	500	NC	27	12	NC	34	31	NC	39	54	NC	1	3
Hispanic	NC	588	31314	NC	99	98	NC	488	493	NC	16	16	NC	37	34	NC	45	48	NC	2	2
Asian/Pacific Islander	NC	33	1949	NC	100	99	NC	510	536	NC	9	4	NC	18	15	NC	67	66	NC	6	15
American Indian/Alaskan Native	--	108	4719	--	100	96	--	487	489	--	16	15	--	34	39	--	50	45	--	NA	2
White	12	336	36730	100	100	98	559	525	532	NA	7	4	NA	20	16	75	64	68	25	10	12
Students with Disabilities	NC	164	8552	NC	99	87	NC	448	463	NC	50	35	NC	32	40	NC	16	23	NC	1	1
Students without Disabilities	19	1073	70493	100	99	100	541	504	517	5	9	7	5	31	24	74	55	62	16	4	8
Limited English Proficient Students	--	227	9355	--	100	95	--	456	456	--	37	37	--	47	48	--	16	15	--	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	13	831	34922	100	99	96	542	486	493	8	19	15	8	35	34	62	45	48	23	2	3
Non-Economically Disadvantaged	NC	406	44123	NC	100	99	NC	519	527	NC	6	6	NC	25	18	NC	62	66	NC	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	21	1237	79657	100	99	99	577	550	566	5	4	3	NA	14	8	90	81	87	5	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	610	39120	100	99	99	604	567	580	NA	3	2	NA	6	4	91	90	92	9	1	2
Male	10	627	40423	100	99	98	NA	533	553	NA	5	5	NA	22	12	NA	72	83	NA	1	1
African American	NC	171	4290	NC	97	99	NC	540	560	NC	5	4	NC	16	9	NC	78	86	NC	1	1
Hispanic	NC	589	31642	NC	99	99	NC	543	552	NC	6	5	NC	13	11	NC	80	84	NC	1	0
Asian/Pacific Islander	NC	33	1948	NC	100	99	NC	550	589	NC	6	1	NC	6	3	NC	88	91	NC	NA	4
American Indian/Alaskan Native	--	108	4760	--	100	97	--	549	547	--	3	5	--	19	14	--	79	81	--	NA	0
White	12	335	36929	100	99	99	583	567	579	NA	1	2	NA	13	5	100	85	91	NA	1	2
Students with Disabilities	NC	165	9069	NC	99	92	NC	490	508	NC	12	11	NC	41	30	NC	46	58	NC	1	1
Students without Disabilities	19	1072	70588	100	99	100	575	558	573	5	3	2	NA	9	5	89	87	91	5	1	1
Limited English Proficient Students	--	225	9521	--	99	96	--	499	507	--	15	13	--	24	24	--	61	63	--	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	13	830	35341	100	99	97	578	542	551	8	6	5	NA	15	12	85	79	83	8	1	0
Non-Economically Disadvantaged	NC	407	44316	NC	100	100	NC	565	578	NC	1	2	NC	12	5	NC	86	90	NC	1	2

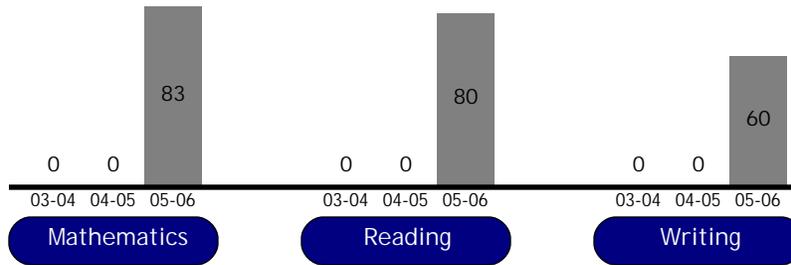
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	41	47	100	67	41	46
	Language	--	--	44	50	--	--	39	47	100	68	39	48
	Mathematics	--	--	57	64	--	--	44	50	100	72	41	52
3	Reading	--	--	NA	55	--	--	41	44	100	68	41	46
	Language	--	--	54	61	--	--	40	44	100	68	39	46
	Mathematics	--	--	54	61	--	--	46	51	100	67	46	52
4	Reading	--	--	NA	56	--	--	43	48	100	70	44	52
	Language	--	--	45	52	--	--	45	49	100	70	46	52
	Mathematics	--	--	51	61	--	--	48	53	100	67	52	58
5	Reading	--	--	NA	55	--	--	46	50	100	73	52	56
	Language	--	--	43	49	--	--	45	50	100	79	48	54
	Mathematics	--	--	59	63	--	--	45	49	100	73	48	52
6	Reading	--	--	NA	56	--	--	45	51	100	75	50	56
	Language	--	--	38	48	--	--	42	47	100	67	43	50
	Mathematics	--	--	56	66	--	--	46	52	100	70	46	58
7	Reading	--	--	NA	54	--	--	40	50	100	76	43	54
	Language	--	--	50	58	--	--	45	52	100	75	48	58
	Mathematics	--	--	50	62	--	--	41	50	100	61	41	54

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)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Facilities
- Ü Parent Involvement/Service Hours
- Ü Uniforms
- Ü School Programs

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 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 A 32-station Computer Lab
- Ü A Multipurpose Room/Cafeteria
- Ü Library Facility
- Ü Music Room

Extracurricular Activities

- Ü Student Council
- Ü Homework club/tutoring
- Ü After school Choir
- Ü After school Art
- Ü After school P.E.
- Ü Sally Ride Science Club
- Ü After school Orchestra
- Ü After school Band

Social Services

- Ü Counseling
- Ü Health Services
- Ü Intervention Team
- Ü KidZone
- Ü Speech Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Successfully opened the school with over 300 students in 05-06.

- ü Recipient of Science grant to support our Science Fair.

- ü Successful launch of parent organized Multi-Cultural Fair.

- ü Successful launch of Longdan Science Fair with over 250 student developed science exhibits.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	96	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

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 2005-06 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	Barbara Savastio	(480) 774-2124
Parent Organization	Susan Wong	(480) 491-8871
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 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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