

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1550 W Summit Place, Chandler, AZ 85224

Mesa Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School Overview

Principal/Administrator : Ms. Emma Y Walker
 Schedule : 8:00 AM to 4:00 PM
 Grades : 7-9
 2004 Enrollment : 1011
 Web Address : www.mpsaz.org/hendrix
 Phone Number : (480) 472-3300
 Fax Number : (480) 472-3320
 E-mail : eywalker@mpsaz.org

Mission

The staff at Hendrix Junior High School is committed to providing all students the opportunity to be resourceful, productive and contributing members of society with a commitment to lifelong learning.

School / Academic Goals

- ü Students will demonstrate an improvement of at least 1% in reading by effectively applying a variety of reading strategies for comprehending, interpreting, and evaluating a wide range of texts. Reading for Success will be implemented schoolwide.
- ü Students will demonstrate calculating geometric measurements and computing with rational numbers with an improvement over the previous year's scores.
- ü Students will meet and exceed state standards in English and grammar.
- ü Students will demonstrate the correct usage of conventions in their writing with an improvement of at least 1% over the previous year's performance.

Enrollment

October 1, 2003 School Year Student Enrollment : 985
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 87

Instructional Programs

- ü Advanced Academic Placement
- ü Gifted / ESL/Bilingual
- ü Tutoring and Study Skills
- ü On-site Special Educational Services
- ü Service Learning
- ü Technology-Based Learning
- ü Accelerated Music Ensembles
- ü At-Risk Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Hendrix is an invitational school that provides a quality education in a safe, secure environment, that is conducive to learning, for all students of all backgrounds and abilities. We maintain high expectations for student academic and social development with the major emphasis on academic achievement, and social development as a secondary goal. Our teachers possess both knowledge and skill and communicate regularly and openly with parents seeking their support and input.

Parents

Parents play an active role in their child's education through support of school policies (such as attendance and dress code), programs and activities. They should provide appropriate meals, clothing, and an area for homework to be completed. Communication with teachers is essential. Parents will support the school staff on matters concerning academic achievement and appropriate behavior.

Transportation Policy

Busing is provided for all students living more than one and a half miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü Concert Band/Chorus/Orchestra/AMEA Invitation	2004
ü MathCounts Various Local and Regional Titles	2004
ü Math Testing - Various Local and Regional Titles	2004
ü Athletics/Spiritline - Titles and Honors	2004

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	310	5673	75001	98	99	99	501	489	468	15	24	37	35	33	36	25	24	16	25	20	10
All Students (Prior Year)	322	5563	71167	100	98	99	490	480	463	17	24	38	43	41	41	26	23	14	14	13	7
Female	147	2761	36846	100	100	99	496	489	468	12	22	36	39	36	38	30	25	16	19	18	10
Male	163	2908	37974	96	99	99	504	489	467	17	26	39	31	30	34	21	23	16	31	22	11
African American	16	221	3720	100	100	98	479	468	446	33	39	53	27	31	33	27	18	9	13	12	4
Hispanic	73	1551	26675	99	99	98	476	462	448	21	40	52	46	37	34	24	17	10	9	7	4
Asian/Pacific Islander	14	136	1575	100	100	99	524	507	504	7	17	18	36	27	33	14	22	20	43	34	29
American Indian/Alaskan Native	NC	213	4731	NC	98	98	NC	450	438	NC	51	61	NC	32	30	NC	13	7	NC	4	2
White	202	3539	37785	98	99	99	510	502	482	11	16	25	30	32	39	27	27	21	31	25	15
Students with Disabilities	23	476	8802	88	100	100	433	421	418	64	75	79	32	21	16	5	3	3	0	1	1
Students without Disabilities	287	5197	66199	99	99	99	506	494	472	11	20	34	35	34	38	27	25	17	27	21	11
Limited English Proficient Students	12	799	11710	100	100	100	461	454	429	38	46	70	38	37	25	25	13	4	0	4	1
Migrant Students	--	23	709				--	430	442	--	67	57	--	28	34	--	6	7	--	0	2
Economically Disadvantaged	90	2327	29814				480	464	448	25	39	53	40	35	33	19	16	10	16	10	4
Non-Economically Disadvantaged	220	3346	45170				508	505	479	11	14	28	33	31	38	28	28	20	29	26	14

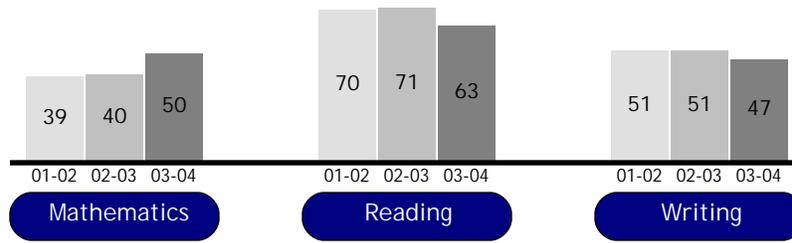
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	310	5674	74918	98	99	99	511	502	497	20	28	32	17	18	19	40	36	35	23	18	15
All Students (Prior Year)	321	5561	71100	100	98	99	515	507	502	11	20	25	18	20	21	53	44	40	18	17	15
Female	146	2760	36805	100	99	99	516	507	501	14	25	28	18	19	19	47	37	37	21	19	16
Male	164	2910	37936	97	99	99	508	498	493	24	32	35	17	16	18	34	35	33	24	17	14
African American	16	222	3719	100	100	98	498	489	481	27	38	43	20	18	21	33	31	29	20	13	7
Hispanic	73	1550	26645	99	99	98	488	477	478	34	47	46	23	19	20	36	27	27	7	6	6
Asian/Pacific Islander	14	136	1571	100	100	99	525	512	521	7	21	18	36	16	15	29	40	38	29	23	30
American Indian/Alaskan Native	NC	214	4729	NC	99	98	NC	469	468	NC	54	57	NC	19	19	NC	22	19	NC	5	4
White	202	3539	37773	98	99	99	520	514	511	15	19	20	14	17	18	42	40	41	29	24	21
Students with Disabilities	22	477	8801	85	100	100	447	440	448	71	81	75	14	11	13	14	6	10	0	2	2
Students without Disabilities	288	5197	66117	100	99	99	516	507	501	16	24	28	18	18	19	42	38	37	25	20	16
Limited English Proficient Students	12	802	11706	100	100	100	467	467	454	63	57	71	0	18	16	38	21	12	0	4	1
Migrant Students	--	23	706				--	449	467	--	78	55	--	22	22	--	0	20	--	0	4
Economically Disadvantaged	90	2331	29785				492	479	477	35	46	47	20	19	20	32	28	26	13	8	6
Non-Economically Disadvantaged	220	3343	45115				519	516	508	14	18	23	16	17	18	43	41	39	27	25	20

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	307	5635	74503	97	99	99	479	479	491	14	13	9	39	37	32	38	42	51	9	8	8
All Students (Prior Year)	314	5441	69001	98	96	96	497	494	490	9	13	17	40	36	37	51	50	45	0	0	1
Female	144	2744	36686	99	99	99	501	497	506	8	8	5	36	35	29	45	47	57	11	11	9
Male	163	2886	37644	96	98	98	460	461	476	20	18	13	42	40	36	31	37	45	7	6	6
African American	16	219	3677	100	100	97	452	463	475	27	21	12	33	36	36	33	36	46	7	7	5
Hispanic	72	1545	26500	97	99	97	455	444	467	21	21	13	41	45	39	31	31	44	6	3	4
Asian/Pacific Islander	13	134	1566	100	100	99	490	497	537	8	11	5	38	32	23	38	44	55	15	13	18
American Indian/Alaskan Native	NC	208	4695	NC	96	97	NC	444	464	NC	23	14	NC	43	39	NC	29	44	NC	4	3
White	201	3517	37606	98	98	99	490	495	508	11	9	6	39	35	28	40	47	56	10	10	10
Students with Disabilities	23	472	8662	88	100	100	378	394	409	55	48	37	36	36	42	9	15	20	0	1	1
Students without Disabilities	284	5163	65841	98	99	98	487	486	499	11	10	7	40	38	32	40	44	53	10	9	8
Limited English Proficient Students	11	795	11608	100	100	100	412	422	430	25	30	23	50	45	47	25	23	28	0	2	1
Migrant Students	--	23	701				--	412	449	--	39	17	--	33	43	--	28	38	--	0	1
Economically Disadvantaged	89	2304	29587				448	445	465	22	22	14	44	42	40	29	32	43	5	4	4
Non-Economically Disadvantaged	218	3331	44898				491	500	507	11	7	7	38	34	28	41	48	55	11	11	10

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

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

8th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	64	53	48	98	70	59	51	96	63	NA	54
	Language	100	64	56	51	100	73	62	54	96	65	64	58
	Mathematics	100	72	67	54	99	77	74	58	96	71	75	62
8	Reading	100	66	54	49	98	66	58	53	95	65	NA	55
	Language	100	59	51	46	99	62	56	49	97	64	58	52
	Mathematics	100	74	66	54	99	73	69	58	96	76	73	61
9	Reading	100	58	46	37	98	59	50	41	91	54	NA	42
	Language	100	54	49	38	98	57	54	42	92	56	54	42
	Mathematics	100	79	71	56	98	82	74	60	92	78	76	63

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

- 2 School Administrator(s)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 8 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Safety/Remodeling Needs
- Ü Student Achievement/Homework/Discipline
- Ü Parent/Educator Relations/Parent Classes
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Student Travel

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	48.20
Other Professional Staff	6.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	1	0	0
10 or more years	10	27	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	34.4
Core academic classes taught by Highly Qualified (NCLB) teachers.	167
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Recreational Center
- Ü Four Computer Labs
- Ü Weather Station/Agricultural Project Lab
- Ü Video Production Area

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Band/Orchestra/Chorus
- Ü Sports Programs
- Ü Student Government
- Ü Special Interest Clubs
- Ü Service Learning
- Ü Drama/Dance
- Ü Career Assistance Program

Social Services

- Ü After School and PRIDE Study Programs
- Ü Parenting Assistance
- Ü Recreational and Academic Activities
- Ü Regional Health Facility
- Ü Peer Mentoring and Tutoring Programs
- Ü Agricultural Project
- Ü Lunch Programs
- Ü GED Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Math students won 2 state titles, participated in national competitions, and for 3 years, won the Chandler/Gilbert Community College competitions.
- ü Hendrix band, choral and orchestra students have again received both individual and group honors including invitations to perform at state, regional and national music educator conferences.
- ü Our Geography Department was well represented in 2004 with a Hendrix student taking 3rd place at the State Geography Bee.
- ü The Hendrix National Academic League team for 2003-04 tied for 1st place in District Level Competition.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	68	61
Grades 7-8	66	73

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A school emergency response plan has been implemented utilizing local police/fire and district consultants. It includes a variety of possible situations and complete instructions for students/staff/parents. Regular practices are held with students/staff and monitored by local authorities. Staff receives regular emergency response training from school, district and city-level personnel. All staff, students and visitors are required to wear ID/photo identification at all times while on the campus.

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

42

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.

Contacts

	Name	Phone Number
School Site Council	Emma Y. Walker	(480) 472-3305
Transportation Policy	Judi Willis	(480) 472-7201
Community Resources	Emma Y. Walker	(480) 472-3305
School Nutrition Programs	Jill Benza	(480) 472-0910
Parent Organization	Kelly Day	(480) 732-1580
Student Health/Nurse	Carol Peru	(480) 472-3304

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 1000 Copies = \$382.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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