



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1407 North Alta Mesa Dr, Mesa, AZ 85205

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Excelling
2002-03	Excelling

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

### School Overview

Principal/Administrator : Ms. Eileen Cahoon  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : 7-9  
 2005 Enrollment : 1475  
 Web Address : www.mesa.k12.az.us/shepherd  
 Phone Number : (480) 472-1801  
 Fax Number : (480) 472-1888  
 E-mail : ecahoon@mpsaz.org

### Mission

Shepherd Junior High School's mission is to create a community of life-long learners through challenging programs designed to provide the social and educational skills needed for successful entry into a quickly changing, competitive world.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### 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 / Academic Goals

- ü Students will demonstrate reading skills by analyzing and interpreting fiction and non-fiction. They will develop vocabulary, increase comprehension, and use critical thinking skills in alignment with standards as measured by assessments.
- ü Students will demonstrate skills in mathematics by analyzing, interpreting, and predicting graphic data. They will determine probability, and use problem-solving techniques in alignment with standards as measured by assessments.
- ü Students will demonstrate writing skills by using the writing process and the 'Six Traits of Writing' in various genres in alignment with standards as measured by assessments.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1508  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 125

Instructional Programs

- ü ELP/Gifted
- ü Special Education
- ü At-risk Courses
- ü Period Before School - A Hour
- ü After School - Extended Day Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school promotes high student achievement through curriculum aligned with state standards taught by highly qualified teachers. Reasonable assurances of safe environment are provided through training, drills, and well-planned emergency procedures. The staff monitors for school identification and encourages responsible behavior. Information is communicated through 'The Shepherd Scoop' and student planners.

Parents

Parents are responsible for providing proper learning, appropriate attire, nourishment, immunizations, and ensuring their child attends school. Parents provide student data and are encouraged to communicate with teachers. Parent responsibilities include checking student planners, assisting in homework completion, and assuring that students have IDs and all materials necessary for learning.

Transportation Policy

Busing is provided for students living over 1.5 miles from school. Intramural/ninth grade sports participants are bused to and from competitions. Busing for special education is addressed in the IEP. Busing is not provided for open-enrollment students.

School Honors

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

Award/Honor	Year
ü Masonic Essay Contest - 1st and 2nd Place	2003
ü Current Events Challenge - 1st through 3rd Place	2004
ü City Championship - Girls Softball, 7 Consecutive Years	2004
ü Sertoma Constitution Essay Contest - 1st and 2nd Place	2003

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	530	5700	78250	100	98	99	586	565	548	5	14	21	9	13	18	63	52	48	23	21	13
All Students (Prior Year)	501	5673	75001	100	99	99	499	489	468	14	24	37	35	33	36	28	24	16	22	20	10
Female	282	2750	38071	99	98	99	582	568	549	5	12	20	12	14	19	63	53	49	21	20	12
Male	248	2950	40126	100	98	99	591	563	547	4	15	23	7	13	17	63	51	46	26	21	14
African American	14	230	4058	100	97	99	541	527	523	17	20	32	8	20	22	75	53	41	0	7	5
Hispanic	52	1677	29129	96	99	99	559	538	527	13	26	32	15	18	23	63	47	40	10	9	6
Asian/Pacific Islander	15	136	1747	100	96	100	600	587	589	0	7	9	8	8	9	62	51	50	31	34	32
American Indian/Alaskan Native	NC	233	4996	NC	98	100	NC	524	518	NC	26	36	NC	23	25	NC	43	36	NC	8	4
White	440	3424	38320	100	98	99	590	582	568	4	7	12	9	10	14	63	56	55	25	27	19
Students with Disabilities	34	498	9329	100	100	100	525	423	454	33	55	64	33	19	18	23	24	16	10	3	2
Students without Disabilities	496	5203	68996	98	98	99	590	579	561	3	10	16	8	13	18	66	55	52	24	23	14
Limited English Proficient Students	NC	423	10133	NC	100	100	NC	443	488	NC	45	45	NC	22	25	NC	33	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	114	2386	33388	99	93	94	564	549	530	11	23	32	15	18	22	66	49	40	8	10	5
Non-Economically Disadvantaged	416	3315	44937	100	100	100	592	577	561	3	7	13	8	10	15	62	55	54	27	28	18

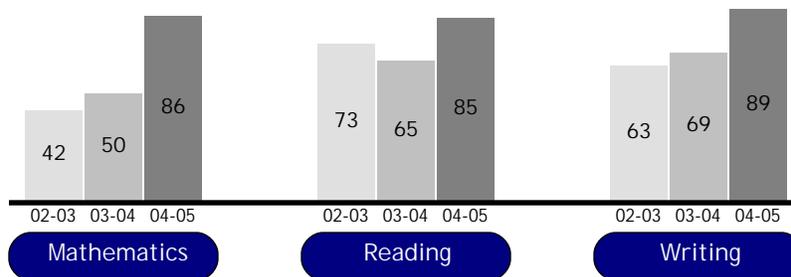
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	530	5699	78302	100	0	99	541	523	512	4	7	11	12	19	25	75	65	57	10	9	7
All Students (Prior Year)	501	5674	74918	100	99	99	519	502	497	15	28	32	19	18	19	39	36	35	26	18	15
Female	282	2752	38082	99	0	99	543	531	518	2	5	8	11	18	24	76	67	61	10	10	7
Male	248	2947	40166	100	0	99	539	516	507	5	9	14	12	20	26	73	62	54	10	8	6
African American	14	230	4064	100	0	100	511	496	498	0	4	14	33	36	29	67	59	54	0	2	3
Hispanic	52	1678	29152	96	0	99	511	497	492	17	15	17	15	30	34	65	52	46	4	3	2
Asian/Pacific Islander	15	136	1746	100	0	100	551	537	542	8	4	5	0	14	13	85	67	66	8	14	16
American Indian/Alaskan Native	NC	233	4993	NC	0	100	NC	486	484	NC	15	19	NC	31	38	NC	52	42	NC	2	1
White	440	3422	38347	100	0	99	546	539	531	2	3	5	11	13	17	76	71	68	11	12	10
Students with Disabilities	34	498	9353	100	0	100	485	400	429	20	33	40	40	39	38	40	27	22	0	1	1
Students without Disabilities	496	5202	69024	98	0	99	545	535	524	3	5	7	10	17	23	77	68	62	11	10	7
Limited English Proficient Students	NC	423	10140	NC	0	100	NC	405	451	NC	33	28	NC	42	43	NC	24	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	114	2384	33398	99	0	94	517	507	495	10	13	18	23	30	35	64	54	46	3	4	2
Non-Economically Disadvantaged	416	3316	44979	100	0	100	548	534	525	2	3	6	9	12	18	78	72	66	12	13	10

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	529	5652	78094	100	97	99	567	546	545	2	3	3	10	17	18	87	78	77	2	2	2
All Students (Prior Year)	500	5635	74503	100	99	99	503	479	491	3	13	9	28	37	32	62	42	51	7	8	8
Female	282	2739	38025	99	97	99	576	562	558	0	2	2	8	12	13	90	83	82	1	3	2
Male	247	2913	40013	100	97	99	557	531	534	3	5	5	12	21	23	83	72	71	2	1	1
African American	14	227	4037	100	96	99	547	525	532	0	2	4	25	23	22	75	74	73	0	0	1
Hispanic	52	1662	29068	96	98	99	540	515	523	2	7	5	23	29	27	75	63	67	0	0	1
Asian/Pacific Islander	15	135	1743	100	95	100	584	563	577	0	4	2	0	8	9	100	80	82	0	8	8
American Indian/Alaskan Native	NC	226	4981	NC	95	100	NC	510	526	NC	7	4	NC	23	25	NC	69	70	NC	1	0
White	439	3402	38265	100	97	99	570	564	564	1	1	2	8	11	11	88	85	84	2	3	3
Students with Disabilities	34	484	9275	100	100	100	503	397	444	7	17	14	43	48	46	50	34	39	0	1	1
Students without Disabilities	495	5169	68892	98	97	98	571	560	559	1	2	2	8	14	14	89	82	82	2	2	2
Limited English Proficient Students	NC	412	10084	NC	100	100	NC	405	474	NC	19	10	NC	47	39	NC	33	50	NC	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	114	2356	33296	99	92	94	548	529	527	3	6	5	16	26	27	81	67	67	0	1	0
Non-Economically Disadvantaged	415	3297	44871	100	100	100	572	558	559	1	2	2	8	11	12	88	84	84	2	3	3

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

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

8th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	70	59	51	98	71	NA	54	99	65	55	50
	Language	95	75	62	54	99	74	64	58	99	67	58	52
	Mathematics	98	82	74	58	98	82	75	62	99	71	58	50
8	Reading	97	69	58	53	99	68	NA	55	100	64	57	51
	Language	95	70	56	49	99	71	58	52	100	64	55	50
	Mathematics	98	79	69	58	99	81	73	61	100	73	62	53
9	Reading	97	57	50	41	99	62	NA	42	98	70	60	51
	Language	96	58	54	42	99	63	54	42	98	69	59	50
	Mathematics	98	80	74	60	100	84	76	63	96	71	62	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/](http://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)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Site-based Goal Input
- Ü Extracurricular Activities
- Ü Dress Code Guidelines
- Ü Extended Student Travel
- Ü School Safety Issues
- Ü Budget for 301 Menu Money

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.50	Teacher	65.10
Other Professional Staff	7.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	3
4 to 6 years	5	4	0	3
7 to 9 years	4	1	0	2
10 or more years	18	35	1	6

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	271
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 Three Computer Labs
- Ü Computerized Card Catalog
- Ü Adjacent Swimming Pool

Extracurricular Activities

- Ü 7th-9th Intramural and Freshman Sports
- Ü Students Against Destructive Decisions
- Ü National Academic League
- Ü National Junior Honor Society
- Ü Variety of Student Clubs

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Career Services
- Ü Peer Mediation

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Orchestra and Band Programs received superior ratings at district and state adjudicated festivals.
  
- ü On Stanford 9 Tests, students exceeded national and district norms in reading, math, and language.
  
- ü On district social studies exams, Shepherd students excelled at all grade levels.
  
- ü Students scored above state and district averages in the reading, writing and mathematics Standards of AIMS (Arizona's Instrument to Measure Standards).

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	11	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Procedures are developed for fire drills, lock-down and emergency evacuation which are practiced with staff and students. A Silent Witness program allows for anonymous reporting of incidents affecting the safe learning environment.

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) :

24
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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	Eileen Cahoon	(480) 472-1801
Transportation Policy	Transportation Dept.	(480) 472-0178
Community Resources	Eileen Cahoon	(480) 472-1801
School Nutrition Programs	Jeff Fox	(480) 472-1840
Parent Organization	Eileen Cahoon	(480) 472-1801
Student Health/Nurse	Christina Mahoney	(480) 472-1812

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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.