

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6801 East Oak Street, Scottsdale, AZ 85257

Scottsdale 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)

2003-04	Performing
2002-03	Performing
2001-02	Maintaining

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

### School Overview

Principal/Administrator : Mrs. Lesa K. Friend  
 Schedule : 7:30 AM to 3:30 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 523  
 Web Address : [www1.susd.org/%7ETonalea/](http://www1.susd.org/%7ETonalea/)  
 Phone Number : (480) 484-3600  
 Fax Number : (480) 484-3601  
 E-mail : [lfriend@susd.org](mailto:lfriend@susd.org)

### Mission

The mission of Tonalea is to provide a caring environment where all students are valued for their unique qualities and where every child develops leadership and responsibility that enables him/her to succeed in the classroom.

### 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 / Academic Goals

- ü Tonalea will student achievement in literacy through use of effective instructional strategies that focus on vocabulary, decoding, sight words and comprehension.
- ü Tonalea will improve student achievement in writing through consistent implementation and instruction in the use of 6 traits of writing.
- ü Tonalea will consistently teach and use Character Counts to reinforce the need for students to develop traits of good character demonstrate their use at Tonalea.

### Enrollment

October 1, 2003 School Year Student Enrollment : 541  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 27

Instructional Programs

- ü Language Acquisition
- ü Gifted
- ü On-site Special Education
- ü Title I
- ü Title V Preschool
- ü After school Homework Club

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Tonalea is dedicated to providing a stimulating and challenging academic program, a safe, respectful and orderly environment that involves parents, a learning environment that maintains a highly qualified professional staff, and a policy of open communication and respect between all parties that are involved in educating students at Tonalea.

Parents

Parents are urged to show support by providing homework assistance, participating in school activities and parent meetings, and providing encouragement to improve student attendance. Parents are expected to help their children know and follow the district's Code of Student Conduct as it pertains to rights of others, behavior, attendance, and technology use.

Transportation Policy

Transportation is for K-6 students outside a defined area. Transportation may also be required for eligible kindergarten and Special Education students. All vehicles are well maintained. Bus evacuation drills are conducted for all students and staff, and safety of all is expected and reinforced regularly.

School Honors

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

Award/Honor	Year
ü Charros Teacher of the Year Finalist	2004

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	60	2037	76019	95	99	100	506	535	499	15	4	14	35	22	39	11	15	14	40	60	33
All Students (Prior Year)	84	2110	76230	100	98	100	478	521	498	13	4	12	50	28	38	19	14	12	19	54	37
Female	27	964	37207	96	99	100	512	536	499	4	3	12	42	21	41	12	16	14	42	59	33
Male	33	1072	38677	94	100	100	500	534	498	24	4	15	28	23	38	10	13	13	38	60	34
African American	NC	41	3817	NC	100	100	NC	494	475	NC	15	23	NC	37	47	NC	20	11	NC	29	18
Hispanic	16	227	29458	100	99	100	472	495	480	31	18	20	38	37	48	8	14	12	23	31	20
Asian/Pacific Islander	--	65	1673	--	100	99	--	556	531	--	2	4	--	17	29	--	5	14	--	77	53
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	486	466	NC	13	28	NC	53	49	NC	7	10	NC	27	13
White	40	1677	35880	95	99	100	517	540	515	11	2	7	29	20	32	13	15	16	47	63	45
Students with Disabilities	NC	238	9786	NC	100	100	NC	502	457	NC	11	39	NC	40	40	NC	11	7	NC	38	13
Students without Disabilities	56	1799	66233	100	99	99	507	537	503	15	3	11	32	21	39	11	15	14	42	61	35
Limited English Proficient Students	NC	152	15206	NC	100	100	NC	463	459	NC	30	31	NC	55	53	NC	6	7	NC	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	22	332	35714				491	494	480	21	17	20	32	40	47	11	10	12	37	33	20
Non-Economically Disadvantaged	38	1705	40266				513	541	513	11	2	9	36	19	33	11	15	15	42	64	43

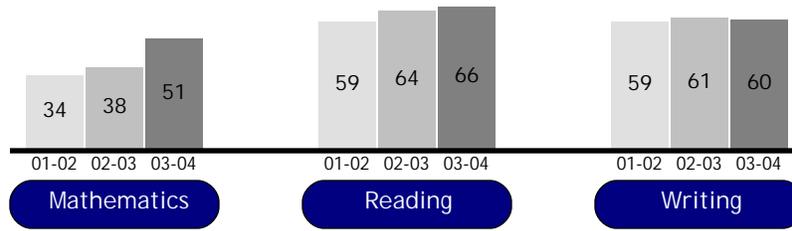
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	2037	76020	95	99	100	508	519	503	24	9	25	11	14	23	44	52	40	22	26	12
All Students (Prior Year)	83	2103	76202	99	98	100	504	516	505	15	8	19	21	17	24	60	55	46	4	20	11
Female	27	966	37213	96	99	100	507	521	504	15	7	22	15	13	23	46	52	42	23	28	13
Male	33	1070	38666	94	100	100	508	517	501	31	10	29	7	14	22	41	52	38	21	24	12
African American	NC	41	3819	NC	100	100	NC	504	494	NC	18	37	NC	28	26	NC	35	31	NC	20	6
Hispanic	16	227	29442	100	99	99	489	499	494	46	31	37	8	18	26	46	39	31	0	12	6
Asian/Pacific Islander	--	65	1672	--	100	99	--	523	513	--	5	12	--	15	19	--	47	49	--	33	20
American Indian/Alaskan Native	NC	23	4735	NC	100	100	NC	498	489	NC	21	48	NC	29	25	NC	50	24	NC	0	3
White	40	1678	35890	95	99	100	515	522	511	16	6	15	11	13	20	42	54	48	32	27	18
Students with Disabilities	NC	238	9784	NC	100	100	NC	511	485	NC	22	58	NC	19	19	NC	40	19	NC	19	4
Students without Disabilities	56	1799	66236	100	99	99	508	520	504	25	8	23	8	13	23	45	53	42	23	26	13
Limited English Proficient Students	NC	151	15198	NC	100	100	NC	484	483	NC	53	59	NC	25	25	NC	22	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	22	332	35703				501	501	494	26	29	37	16	22	26	37	37	31	21	13	6
Non-Economically Disadvantaged	38	1705	40274				511	522	509	22	5	17	8	12	20	47	54	47	22	28	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	59	2034	75673	94	99	100	534	577	530	9	5	12	31	16	25	56	69	58	4	10	4
All Students (Prior Year)	75	2048	74692	89	95	99	506	529	502	9	6	18	30	18	27	52	57	47	9	18	8
Female	27	963	37099	96	99	100	545	598	548	8	3	8	19	12	22	65	70	64	8	14	6
Male	32	1070	38441	91	100	99	524	558	513	10	7	16	41	19	29	48	68	52	0	6	3
African American	NC	41	3791	NC	100	99	NC	518	506	NC	10	18	NC	32	29	NC	59	50	NC	0	3
Hispanic	15	225	29305	94	98	99	486	518	507	31	13	16	31	31	31	38	50	51	0	5	2
Asian/Pacific Islander	--	65	1665	--	100	99	--	611	573	--	3	6	--	12	16	--	67	67	--	18	10
American Indian/Alaskan Native	NC	22	4707	NC	96	100	NC	538	492	NC	7	19	NC	20	33	NC	67	46	NC	7	1
White	40	1678	35760	95	99	99	553	584	550	3	4	9	32	14	21	61	71	64	5	11	6
Students with Disabilities	NC	237	9706	NC	100	100	NC	526	462	NC	19	36	NC	18	32	NC	58	31	NC	5	1
Students without Disabilities	55	1797	65967	100	99	99	536	581	536	9	4	10	30	16	25	57	70	60	4	10	5
Limited English Proficient Students	NC	151	15115	NC	100	100	NC	473	471	NC	24	26	NC	42	38	NC	34	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	21	330	35541				526	511	504	16	14	17	26	31	31	58	53	50	0	2	2
Non-Economically Disadvantaged	38	1704	40091				539	588	550	6	4	9	33	13	21	56	72	64	6	11	6

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)

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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](http://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
2	Reading	97	37	67	44	99	49	66	50	85	54	NA	58
	Language	97	31	63	39	99	40	61	43	93	47	68	50
	Mathematics	97	47	75	52	97	50	72	57	94	48	79	64
4	Reading	97	51	71	47	94	58	75	52	100	45	NA	56
	Language	97	55	65	45	100	57	68	48	100	47	69	52
	Mathematics	97	66	74	52	100	70	78	57	100	58	79	61
5	Reading	99	45	69	46	96	50	70	50	95	62	NA	55
	Language	99	45	64	43	99	48	65	46	92	54	69	49
	Mathematics	99	54	76	54	100	53	77	57	95	64	83	63
6	Reading	95	51	72	49	97	55	72	53	91	51	NA	56
	Language	95	39	66	42	96	44	67	45	91	41	64	48
	Mathematics	95	58	78	58	97	54	78	62	91	54	78	66

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)
- 6 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Staff Development
- Ü Parent Involvement
- Ü School Safety
- Ü Title I

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	41.00
Other Professional Staff	2.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	23
Core academic classes taught by Highly Qualified (NCLB) teachers.	80
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Tutors
- Ü Orchestra
- Ü Band

Social Services

- Ü Breakfast and Lunch Program
- Ü School Community Liaison Services
- Ü Counseling Services
- Ü On-site After School Homework Program
- Ü On-site After School Recreation Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Tonalea offers inservice for faculty through on-site staff development provided by district staff. This training provides teaching staff with professional development to support the goals of the school improvement plan.
  
- ü Schoolwide Kid's Voting program to enhance the study of social studies in addition to a pilot science project in departmentalized science classroom.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	4	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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 3-4	68	82
Grades 4-5	65	47
Grades 5-6	75	65

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

We share a School Resource Officer with Supai Middle School. District crisis plans are in place with periodic drills. Consistent discipline management in addition to a schoolwide emphasis on teaching the pillars of good character through the use of Character Counts improves core values and reduces school discipline issues. Tonalea supports respectful behavior of all on campus and rewards students weekly for their efforts at demonstrating good character qualities.

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) :

1

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	Lesa Friend	(480) 484-3600
Transportation Policy	Dan Shearer	(480) 484-8550
Community Resources	Daniel Cosavalente	(480) 484-3600
School Nutrition Programs	Margaret Jensen	(480) 484-3600
Parent Organization	Colleen DiLorenzo	(480) 570-6743
Student Health/Nurse	Sandra Kay Young	(480) 484-3600

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.

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

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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.