



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

401 S. McQueen Road, Chandler, AZ 85225

Chandler 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	Performing Plus
2003-04	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mr. Paul Bollard  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : 7-8  
 2005 Enrollment : 1103  
 Web Address : www.chandler.k12.az.us/willis  
 Phone Number : (480) 883-5700  
 Fax Number : (480) 883-5720  
 E-mail : bollard.paul@chandler.K12.az.us

Mission

The mission of Chandler Unified School District and of Willis Junior High School is to provide students with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens.

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

- WJHS will increase the total percent of students who meet or exceed state standards in reading, as measured by the spring 2005 AIMS test.
- WJHS will increase the total percent of students who meet or exceed state standards in math, as measured by the spring 2005 AIMS test.
- WJHS will increase the total percent of students who meet or exceed state standards in writing, as measured by the spring 2005 AIMS test.

Enrollment

October 1, 2004 School Year Student Enrollment : 1188  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 25

## Instructional Programs

- Ü Outstanding Technology Program
- Ü Honors Language Arts Curriculum
- Ü On-site Special Education
- Ü Gifted Programs
- Ü Advanced Mathematics Curriculum
- Ü Outstanding Fine Arts Programs
- Ü EL & Sheltered English Immersion Program
- Ü Diverse Elective Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 34 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

## Shared Responsibilities

### School

WJHS parents are kept informed through report cards, progress reports, parent/teacher conferences, school newsletters, phone calls, personal notes, web based grade books, Open House, Orientations, PTO, TV/radio/newspaper articles, and our school website.

### Parents

As partners in the education, parents are expected to assist students with their studies; encourage them; make sure students are at school; attend school events and provide proper clothing, nourishment and rest. Parents are also responsible for reporting absences and for providing health history/emergency contact information. Parents are equal partners in their child's education.

## Transportation Policy

Transportation is provided for students who live outside a one and one half-mile radius of the school. Transportation is also provided for those students whose IEP's indicate a need. Student/parent signatures are required on a CUSD Transportation Agreement outlining student responsibilities on the bus.

## School Honors

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

Award/Honor	Year
Ü Social Studies State Teacher of the Year, VFW	2004
Ü 2nd place in state French competition	2004
Ü State and Conference champions in girls track and field	2005
Ü District champion - VFW Patriots Pen essay contest	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	573	2247	78250	97	99	99	552	563	548	19	13	21	18	16	18	50	53	48	12	17	13
All Students (Prior Year)	529	2089	75001	100	99	99	460	470	468	37	33	37	46	41	36	14	18	16	3	8	10
Female	271	1065	38071	96	98	99	552	563	549	17	12	20	19	18	19	50	53	49	13	16	12
Male	298	1173	40126	96	100	99	552	563	547	21	14	23	17	15	17	50	54	46	12	17	14
African American	49	146	4058	98	99	99	512	537	523	17	21	32	33	23	22	48	49	41	2	7	5
Hispanic	251	653	29129	94	98	99	530	533	527	33	28	32	24	23	23	39	44	40	4	6	6
Asian/Pacific Islander	25	113	1747	96	100	100	601	605	589	8	6	9	4	7	9	54	46	50	33	42	32
American Indian/Alaskan Native	NC	33	4996	NC	100	100	NC	536	518	NC	16	36	NC	32	25	NC	35	36	NC	16	4
White	241	1302	38320	100	100	99	578	577	568	7	6	12	10	13	14	62	60	55	20	21	19
Students with Disabilities	75	260	9329	100	100	100	486	488	454	41	42	64	31	31	18	27	26	16	0	2	2
Students without Disabilities	498	1991	68996	96	99	99	562	573	561	16	10	16	16	15	18	54	57	52	14	19	14
Limited English Proficient Students	79	172	10133	81	98	100	496	493	488	51	45	45	22	22	25	25	30	28	2	4	2
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	520	NC	NC	39	NC	NC	28	NC	NC	30	NC	NC	4
Economically Disadvantaged	246	554	33388	92	90	94	532	536	530	34	30	32	25	23	22	36	41	40	5	6	5
Non-Economically Disadvantaged	327	1697	44937	100	100	100	567	572	561	8	8	13	13	14	15	61	58	54	18	20	18

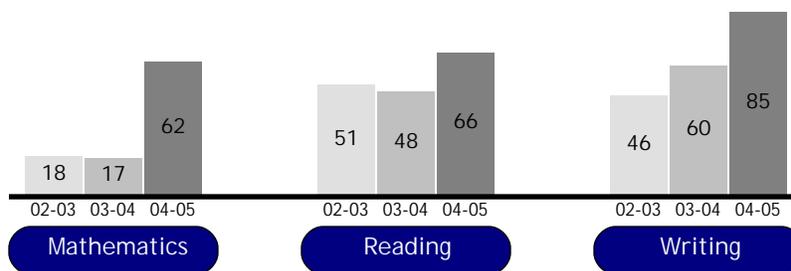
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	574	2247	78302	97	0	99	518	529	512	10	6	11	24	20	25	58	63	57	8	11	7
All Students (Prior Year)	528	2091	74918	100	99	99	494	505	497	30	25	32	22	19	19	37	40	35	11	17	15
Female	271	1064	38082	96	0	99	520	535	518	10	5	8	21	15	24	59	69	61	9	11	7
Male	299	1174	40166	97	0	99	516	523	507	10	7	14	25	24	26	57	59	54	8	10	6
African American	49	147	4064	98	0	100	484	509	498	11	9	14	28	26	29	57	58	54	4	7	3
Hispanic	252	652	29152	94	0	99	496	500	492	20	15	17	34	30	34	44	51	46	2	3	2
Asian/Pacific Islander	25	113	1746	96	0	100	548	556	542	0	2	5	17	8	13	54	67	66	29	23	16
American Indian/Alaskan Native	NC	33	4993	NC	0	100	NC	506	484	NC	6	19	NC	29	38	NC	58	42	NC	6	1
White	241	1302	38347	100	0	99	546	543	531	2	2	5	13	15	17	72	69	68	13	14	10
Students with Disabilities	76	262	9353	100	0	100	455	461	429	17	21	40	53	43	38	29	35	22	1	1	1
Students without Disabilities	498	1989	69024	96	0	99	528	537	524	9	5	7	19	17	23	62	67	62	10	12	7
Limited English Proficient Students	79	172	10140	81	0	100	458	455	451	30	25	28	43	42	43	26	33	29	1	0	1
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	480	NC	NC	29	NC	NC	36	NC	NC	35	NC	NC	0
Economically Disadvantaged	246	554	33398	92	0	94	497	502	495	19	15	18	34	33	35	44	47	46	4	4	2
Non-Economically Disadvantaged	328	1697	44979	100	0	100	534	538	525	4	3	6	16	15	18	68	68	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	573	2246	78094	97	99	99	554	566	545	1	1	3	14	10	18	84	87	77	1	2	2
All Students (Prior Year)	529	2074	74503	100	98	99	492	512	491	7	5	9	33	26	32	55	60	51	5	9	8
Female	271	1064	38025	96	98	99	560	577	558	0	0	2	12	7	13	86	89	82	2	4	2
Male	298	1173	40013	96	100	99	548	557	534	2	2	5	15	13	23	83	84	71	0	1	1
African American	49	146	4037	98	99	99	538	557	532	0	2	4	13	11	22	85	84	73	2	3	1
Hispanic	251	655	29068	94	99	99	535	539	523	3	3	5	22	21	27	75	76	67	0	0	1
Asian/Pacific Islander	25	113	1743	96	100	100	591	593	577	0	2	2	8	7	9	79	81	82	13	10	8
American Indian/Alaskan Native	NC	33	4981	NC	100	100	NC	535	526	NC	3	4	NC	16	25	NC	77	70	NC	3	0
White	241	1299	38265	100	100	99	573	579	564	0	0	2	6	4	11	94	93	84	0	2	3
Students with Disabilities	76	260	9275	100	100	100	498	492	444	3	5	14	29	32	46	69	63	39	0	0	1
Students without Disabilities	497	1990	68892	95	99	98	562	576	559	1	1	2	11	7	14	87	90	82	1	3	2
Limited English Proficient Students	79	172	10084	81	98	100	496	490	474	6	6	10	33	34	39	61	59	50	0	1	1
Migrant Students	NC	NC	81	NC	NC	NA	NC	NC	504	NC	NC	12	NC	NC	27	NC	NC	60	NC	NC	0
Economically Disadvantaged	245	553	33296	91	90	94	537	543	527	2	2	5	24	22	27	74	74	67	0	1	0
Non-Economically Disadvantaged	328	1697	44871	100	100	100	566	574	559	1	1	2	6	6	12	92	91	84	1	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.

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	97	49	58	51	98	56	NA	54	99	50	57	50
	Language	99	50	62	54	99	60	67	58	99	52	59	52
	Mathematics	98	47	59	58	99	62	65	62	99	48	55	50
8	Reading	99	47	57	53	100	52	NA	55	99	53	57	51
	Language	99	46	59	49	100	51	60	52	99	50	56	50
	Mathematics	99	51	61	58	100	52	62	61	99	55	59	53

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

- 2 School Administrator(s)
- 3 Non-certified Employee(s)
- 19 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Prop 301 - Pay for Performance
- Ü School Safety
- Ü Parent / Community/ School Collaboration
- Ü Student/Staff/Volunteer Recognition
- Ü After School Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	60.00
Other Professional Staff	7.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	5	0	0
4 to 6 years	6	14	0	0
7 to 9 years	2	8	0	0
10 or more years	3	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	264
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Computers in Every Classroom
- Ü Networked Computer Labs
- Ü Computerized 'Smart Boards'

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Kiwanis - Builders Club
- Ü International Club
- Ü Annexer's Club
- Ü City of Chandler Intramural Program
- Ü Interscholastic Sports
- Ü Spiritline

Social Services

- Ü Chicanos por la Causa Partnership
- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Student Council earned a ranking of Honor Council, based on their achievements. It is awarded through the Arizona Association of Junior High School Student Councils.
  
- ü WJHS Orchestra students earned an excellent rating at the Fall ABODA Festival, and a Superior rating at the Spring ABODA Festival and Grand Canyon Junior High Orchestra Festival during the 2004-2005 school year.
  
- ü WJHS Choir students received a Superior ranking at the Choda Festival and AMEA Spring Choral Festival. One WJHS choral student was selected to sing in the National Junior High Honor Choir at the National ACDA Conference.
  
- ü WJHS Band students earned superior rankings at the NAU Jazz festival and superior with distinction rankings at the ABODA concerts. The band also received an Excellence ranking at the Pageant of Bands Festival during the 2004-2005 school year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	21	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	1	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

WJHS, in conjunction with the City of Chandler, provides a School Resource Officer through the Chandler Police Department. WJHS also employs a full-time Security Guard. Our school has established a set of rules that are firm, but fair and students are expected to adhere to those rules. WJHS Administration has in place a detailed crisis plan which is updated annually. Monthly fire drills/semester lock-downs and evacuations are conducted to ensure calm, orderly responses in emergency situations.

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) :

19

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	Paul Bollard	(480) 883-5700
Transportation Policy	Joe Greene	(480) 883-5700
Community Resources	Mike Cady	(480) 883-5700
School Nutrition Programs	Cathy Brown	(480) 812-7000
Parent Organization	Paul Bollard	(480) 883-5700
Student Health/Nurse	Jessica Morales	(480) 883-5700

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 200 Copies = \$76.00

\*\* 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.