

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

16225 N 7th Ave, Phoenix, AZ 85023

Washington Elementary School District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### 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 Overview

Principal/Administrator : Ms. Linda Marlar  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : 7-8  
 2005 Enrollment : 871  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 896-6100  
 Fax Number : (602) 896-6120  
 E-mail : lmarlar@ms.wesd.k12.az.us

### Mission

Mountain Sky staff, parents and students believe that excellence in all aspects of middle level education for our students and community is our primary mission and that increased student achievement is an ongoing and focused process. We believe students need to be challenged according to their individual abilities with emphasis on promoting ethical standards for life-long learning in preparation for citizenship in our democracy.

### School / Academic Goals

- ü Identify how teachers and administrators collaboratively analyze assessment data to determine current needs in relation to the established curriculum in reading.
- ü Teachers and administrators will identify how data from curriculum aligned assessments can be used to determine instructional practices and improvements that align with identified student achievement profiles.
- ü Teachers will acquire knowledge and implement strategies to support direct instruction on reading strategies in all content areas in order to increase student achievement scores by 6% as measured by the AIMS DPA in reading comprehension & vocabulary
- ü To continue implementation of the Science curriculum by demonstrating an understanding of the meaning of the objectives and tasks; selecting materials that focus on an inquiry-based process; use state standards to develop/deliver lessons.

### Enrollment

October 1, 2004 School Year Student Enrollment : 896  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 54

## Instructional Programs

- Ü Gifted Programs
- Ü Comprehensive Curriculum
- Ü Academic Teams
- Ü Exploratory/Elective Classes
- Ü Band/Strings/Orchestra
- Ü Chorus/Vocal Music
- Ü Prevention/Intervention Programs
- Ü Art/Technology/Physical Education

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Our school strives to provide a safe environment, consistent instructional leadership, effective instructional practices which support increased achievement for all students, an emphasis on student attendance, a welcoming community, support for social and academic growth for students, and research based professional development for teachers which supports student learning.

### Parents

Parents are responsible to monitor their child's academic progress, support the state/district standards, communicate with school personnel when needed, and encourage high academic and attendance expectations. Parents should be aware of and support the building discipline and instruction plans.

## Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. Students shall conform to all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

## School Honors

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

Award/Honor	Year
Ü Eleven Consecutive District Wrestling Titles	2005
Ü Heritage Festival Gold Award (Jazz Band)	2005
Ü Heritage Festival Spirit of Anaheim (Music Dept.)	2004
Ü Heritage Festival Gold Award (Vocal Music)	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	459	2639	78250	100	100	99	555	532	548	20	28	21	16	20	18	52	45	48	11	7	13
All Students (Prior Year)	446	2592	75001	100	100	99	469	459	468	36	44	37	38	37	36	16	12	16	10	7	10
Female	206	1268	38071	100	100	99	554	535	549	18	26	20	18	22	19	55	45	49	10	7	12
Male	253	1371	40126	100	100	99	555	529	547	22	29	23	15	19	17	50	44	46	13	8	14
African American	29	170	4058	100	100	99	553	521	523	16	34	32	16	24	22	60	40	41	8	1	5
Hispanic	97	982	29129	100	100	99	520	516	527	44	40	32	20	22	23	36	35	40	1	3	6
Asian/Pacific Islander	18	83	1747	100	100	100	570	551	589	18	14	9	12	14	9	47	55	50	24	17	32
American Indian/Alaskan Native	13	103	4996	93	100	100	528	524	518	25	33	36	25	22	25	50	41	36	0	4	4
White	302	1301	38320	100	100	99	566	544	568	14	18	12	15	19	14	57	51	55	15	11	19
Students with Disabilities	44	323	9329	100	100	100	495	423	454	68	65	64	21	22	18	11	13	16	0	0	2
Students without Disabilities	415	2316	68996	100	99	99	561	547	561	16	22	16	15	20	18	56	49	52	13	8	14
Limited English Proficient Students	24	289	10133	100	100	100	510	462	488	54	55	45	18	24	25	26	20	28	3	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	159	1327	33388	96	93	94	533	525	530	32	37	32	20	22	22	42	38	40	6	3	5
Non-Economically Disadvantaged	300	1312	44937	100	100	100	566	539	561	14	18	13	14	18	15	57	52	54	15	12	18

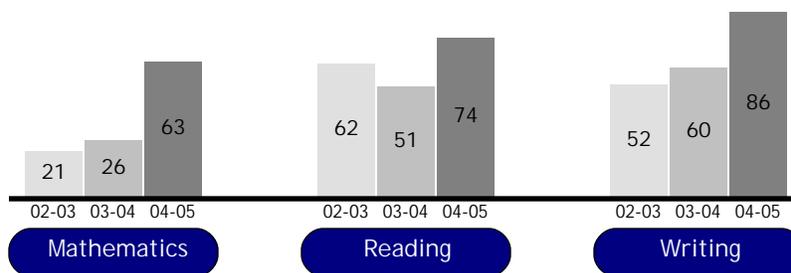
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	459	2645	78302	100	0	99	528	505	512	8	12	11	18	27	25	65	56	57	9	6	7
All Students (Prior Year)	446	2586	74918	100	100	99	500	491	497	32	36	32	17	20	19	33	33	35	18	11	15
Female	206	1269	38082	100	0	99	533	513	518	4	8	8	19	27	24	68	58	61	9	6	7
Male	253	1376	40166	100	0	99	523	498	507	12	15	14	18	27	26	62	53	54	8	5	6
African American	29	171	4064	100	0	100	526	503	498	0	14	14	24	26	29	68	57	54	8	4	3
Hispanic	97	982	29152	100	0	99	494	490	492	17	16	17	29	36	34	53	45	46	1	2	2
Asian/Pacific Islander	18	84	1746	100	0	100	534	513	542	6	10	5	24	18	13	65	65	66	6	7	16
American Indian/Alaskan Native	13	103	4993	93	0	100	506	492	484	17	18	19	17	29	38	67	52	42	0	1	1
White	302	1305	38347	100	0	99	539	516	531	6	8	5	14	21	17	68	63	68	11	9	10
Students with Disabilities	44	324	9353	100	0	100	468	405	429	37	34	40	34	41	38	29	24	22	0	1	1
Students without Disabilities	415	2321	69024	100	0	99	534	519	524	5	9	7	17	25	23	68	60	62	9	6	7
Limited English Proficient Students	24	289	10140	100	0	100	461	434	451	36	29	28	26	42	43	38	29	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	159	1329	33398	96	0	94	505	498	495	14	16	18	24	33	35	57	49	46	5	2	2
Non-Economically Disadvantaged	300	1316	44979	100	0	100	539	512	525	5	7	6	15	21	18	69	62	66	11	9	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	458	2632	78094	100	100	99	565	542	545	3	4	3	11	17	18	84	78	77	2	1	2
All Students (Prior Year)	445	2558	74503	100	99	99	495	473	491	7	11	9	34	39	32	50	46	51	10	4	8
Female	205	1267	38025	100	100	99	577	556	558	2	3	2	8	13	13	87	82	82	3	2	2
Male	253	1365	40013	100	100	99	554	528	534	3	5	5	14	21	23	81	73	71	2	1	1
African American	29	169	4037	100	99	99	570	542	532	0	1	4	12	23	22	88	75	73	0	0	1
Hispanic	96	977	29068	100	100	99	529	526	523	8	6	5	19	23	27	72	71	67	1	0	1
Asian/Pacific Islander	18	83	1743	100	100	100	567	551	577	0	1	2	12	18	9	82	75	82	6	6	8
American Indian/Alaskan Native	13	100	4981	93	98	100	527	537	526	8	4	4	33	20	25	58	77	70	0	0	0
White	302	1303	38265	100	100	99	577	552	564	1	3	2	8	12	11	88	83	84	3	2	3
Students with Disabilities	44	321	9275	100	100	100	494	423	444	11	12	14	39	47	46	50	40	39	0	1	1
Students without Disabilities	414	2311	68892	100	99	98	572	558	559	2	3	2	8	13	14	87	83	82	3	2	2
Limited English Proficient Students	24	285	10084	100	100	100	475	459	474	21	13	10	41	35	39	38	51	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	158	1324	33296	95	93	94	538	535	527	5	5	5	19	22	27	75	72	67	1	1	0
Non-Economically Disadvantaged	300	1308	44871	100	100	100	579	549	559	2	2	2	7	12	12	88	83	84	3	2	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	97	57	49	51	98	58	NA	54	100	55	47	50
	Language	95	67	50	54	98	68	54	58	100	59	51	52
	Mathematics	97	59	53	58	98	61	55	62	100	53	46	50
8	Reading	95	55	51	53	98	55	NA	55	100	56	49	51
	Language	96	56	43	49	100	58	45	52	100	55	48	50
	Mathematics	97	56	54	58	99	59	55	61	100	55	49	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

Council Duties

1 School Administrator(s)	ü To facilitate school improvement
1 Non-certified Employee(s)	ü To address short-term needs
4 Teacher(s)	ü To develop increased communications
4 Parent(s)	ü To facilitate budget implementation
0 Community Member(s)	ü To engage in shared decision-making
0 Student(s)	ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.90
Other Professional Staff	2.50	Teacher Aide	5.25

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	3	3	1	0
7 to 9 years	0	1	0	0
10 or more years	16	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	196
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Hightly Qualified Teachers	19%

Resources Available at School Site

Special Facilities

ü Art/Music/PE Facilities	ü Library/Media Center
ü Computer/Technology Lab	ü Performance Stage

Extracurricular Activities

ü Theater Arts/Musical Production	ü Student Council
ü Interscholastic Sports	ü Peer Mediation
ü Panorama Yearbook	ü Science Club
ü National Junior Honor Society	ü Academic Summer School

Social Services

ü Health Services	ü Counselor
ü School Resource Officer	
ü School Probation Officer	
ü Law related education	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Teachers have received on site training in effective research based strategies for teaching reading. Teachers learned about using functional print, word walls, increased vocabulary instruction, and using graphic organizers to support literacy.
- ü The Mountain Sky Music Department has maintained a history of excellence in their performances at the Heritage Festival in Anaheim, CA. In 2005, the Jazz Band was rated Gold (Superior) and Strings and Vocal Music were rated Silver(Excellent).
- ü Teachers & Site Council identified the focus for school improvement: (identify)procedures that define how teachers and administrators collaboratively analyze assessment data to determine current needs in relation to the established curriculum.
- ü Teachers practice the use of the Essential Elements of Instruction in development of lesson plans within all academic and extracurricular classes.

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>	8	12	12	17
Transfers In Rate <sup>6</sup>	18	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	2	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

Mountain Sky has established emergency/crisis procedures and follows a safety plan based on our district's Crisis Manual. We offer individual/group counseling, peer/administrative mediation, Law Related Education and medical services.

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) :

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Linda Marlar	(602) 896-6100
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 347-6803
Parent Organization	Gretchen Dumas	(602) 896-6100
Student Health/Nurse	TBA	(602) 896-6110

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 100 Copies = \$38.00

\*\* 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.