

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8520 N 19th Ave, Phoenix, AZ 85021

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	Performing Plus
2003-04	Performing
2002-03	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	Not Met
2002-03	Not Met

#### School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

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

### School Overview

Principal/Administrator : Dr. Sheryl Schauer  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 7-8  
 2005 Enrollment : 1150  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 347-3200  
 Fax Number : (602) 347-3220  
 E-mail : sschae@rp.wesd.k12.az.us

### Mission

Royal Palm provides a safe, nurturing and caring environment where students will have every opportunity for success. All students will have the chance to explore, investigate and succeed in core academic and elective classes.

### School / Academic Goals

- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü Teachers will use brain based instructional strategies and differentiated instruction when planning instruction.
- ü Reading Enrichment teachers will implement the READ 180 and Fast Track Reading Program with their students.
- ü Science and Social Studies teachers will utilize the shared inquiry approach during instruction.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1255  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- ü Art/Musical/Physical Education
- ü Technology/Teaching Learning Stations
- ü Drug/Alcohol/Tobacco Prevention Programs
- ü At-Risk Programs
- ü Mentoring Program
- ü 21st Century Learning Center
- ü English Language Learner (ELL) Program
- ü Gifted Classes

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 productive culture where behavioral norms are consistent with advancing the goals of the school, a culture characterized by high, observable expectations for all and a culture where collaboration and mutual respect are the norm. We believe that instructional practices should be aligned with the established curriculum and that they include teaching strategies that reflect the mission of meeting the needs of all students.

Parents

Parents are asked to participate in school-related decision making, support the instructional program and school/district-related activities. Parents are asked to read information provided by the school: school handbook, newsletters, classroom notices. Attend school functions: Open House, Site Council meetings, class meetings, schoolwide events and individual conferences.

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 Sunnyslope Village Alliance Principal of the Year	2002
ü Safe Schools Grant Award Winner	2003
ü Lamp of Learning Award Winner	2002
ü Lamp of Learning Award Winner	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	611	2639	78250	100	100	99	524	532	548	37	28	21	23	20	18	35	45	48	5	7	13
All Students (Prior Year)	567	2592	75001	100	100	99	448	459	468	51	44	37	35	37	36	10	12	16	4	7	10
Female	313	1268	38071	99	100	99	528	535	549	33	26	20	26	22	19	37	45	49	4	7	12
Male	298	1371	40126	100	100	99	520	529	547	42	29	23	19	19	17	33	44	46	6	8	14
African American	48	170	4058	100	100	99	522	521	523	25	34	32	38	24	22	38	40	41	0	1	5
Hispanic	319	982	29129	100	100	99	510	516	527	49	40	32	23	22	23	26	35	40	2	3	6
Asian/Pacific Islander	13	83	1747	100	100	100	547	551	589	10	14	9	20	14	9	70	55	50	0	17	32
American Indian/Alaskan Native	39	103	4996	100	100	100	525	524	518	38	33	36	21	22	25	38	41	36	3	4	4
White	192	1301	38320	100	100	99	544	544	568	23	18	12	19	19	14	46	51	55	11	11	19
Students with Disabilities	72	323	9329	100	100	100	462	423	454	68	65	64	22	22	18	10	13	16	0	0	2
Students without Disabilities	539	2316	68996	98	99	99	532	547	561	33	22	16	23	20	18	38	49	52	6	8	14
Limited English Proficient Students	106	289	10133	100	100	100	489	462	488	62	55	45	21	24	25	17	20	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	412	1327	33388	95	93	94	515	525	530	45	37	32	23	22	22	31	38	40	1	3	5
Non-Economically Disadvantaged	199	1312	44937	100	100	100	544	539	561	20	18	13	22	18	15	44	52	54	14	12	18

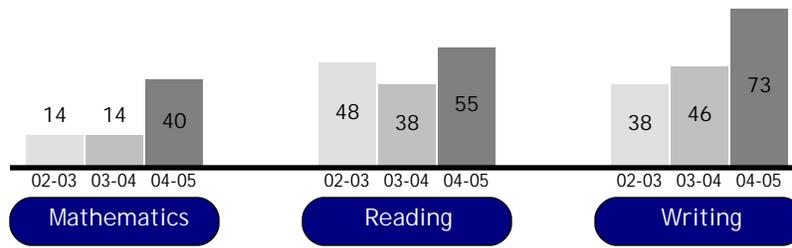
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	614	2645	78302	100	0	99	500	505	512	17	12	11	28	27	25	52	56	57	3	6	7
All Students (Prior Year)	568	2586	74918	100	100	99	483	491	497	42	36	32	21	20	19	29	33	35	9	11	15
Female	315	1269	38082	100	0	99	506	513	518	13	8	8	28	27	24	56	58	61	3	6	7
Male	299	1376	40166	100	0	99	493	498	507	22	15	14	28	27	26	48	53	54	2	5	6
African American	48	171	4064	100	0	100	512	503	498	18	14	14	13	26	29	65	57	54	5	4	3
Hispanic	319	982	29152	100	0	99	485	490	492	23	16	17	36	36	34	41	45	46	0	2	2
Asian/Pacific Islander	13	84	1746	100	0	100	515	513	542	0	10	5	20	18	13	80	65	66	0	7	16
American Indian/Alaskan Native	39	103	4993	100	0	100	499	492	484	18	18	19	26	29	38	53	52	42	3	1	1
White	195	1305	38347	100	0	99	518	516	531	9	8	5	21	21	17	64	63	68	6	9	10
Students with Disabilities	72	324	9353	100	0	100	437	405	429	49	34	40	30	41	38	19	24	22	2	1	1
Students without Disabilities	542	2321	69024	99	0	99	508	519	524	13	9	7	28	25	23	56	60	62	3	6	7
Limited English Proficient Students	106	289	10140	100	0	100	464	434	451	31	29	28	39	42	43	30	29	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	413	1329	33398	95	0	94	492	498	495	21	16	18	32	33	35	46	49	46	1	2	2
Non-Economically Disadvantaged	201	1316	44979	100	0	100	516	512	525	9	7	6	19	21	18	65	62	66	7	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	609	2632	78094	100	100	99	534	542	545	5	4	3	22	17	18	73	78	77	0	1	2
All Students (Prior Year)	550	2558	74503	97	99	99	462	473	491	15	11	9	40	39	32	42	46	51	4	4	8
Female	312	1267	38025	99	100	99	546	556	558	3	3	2	19	13	13	78	82	82	0	2	2
Male	297	1365	40013	100	100	99	521	528	534	7	5	5	26	21	23	67	73	71	0	1	1
African American	48	169	4037	100	99	99	551	542	532	0	1	4	23	23	22	78	75	73	0	0	1
Hispanic	318	977	29068	100	100	99	518	526	523	8	6	5	28	23	27	64	71	67	0	0	1
Asian/Pacific Islander	13	83	1743	100	100	100	554	551	577	0	1	2	20	18	9	80	75	82	0	6	8
American Indian/Alaskan Native	39	100	4981	100	98	100	554	537	526	0	4	4	18	20	25	82	77	70	0	0	0
White	191	1303	38265	100	100	99	550	552	564	3	3	2	14	12	11	82	83	84	1	2	3
Students with Disabilities	72	321	9275	100	100	100	465	423	444	8	12	14	52	47	46	40	40	39	0	1	1
Students without Disabilities	537	2311	68892	98	99	98	543	558	559	5	3	2	18	13	14	77	83	82	0	2	2
Limited English Proficient Students	106	285	10084	100	100	100	489	459	474	13	13	10	36	35	39	51	51	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	411	1324	33296	94	93	94	526	535	527	6	5	5	27	22	27	67	72	67	0	1	0
Non-Economically Disadvantaged	198	1308	44871	100	100	100	552	549	559	2	2	2	11	12	12	86	83	84	1	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.

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	92	37	49	51	98	46	NA	54	100	41	47	50
	Language	93	38	50	54	100	46	54	58	100	43	51	52
	Mathematics	97	40	53	58	100	49	55	62	100	38	46	50
8	Reading	90	44	51	53	98	44	NA	55	100	43	49	51
	Language	93	34	43	49	100	38	45	52	100	43	48	50
	Mathematics	98	44	54	58	100	49	55	61	100	42	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
2 Non-certified Employee(s)	ü To address short-term needs
4 Teacher(s)	ü To develop increased communication
4 Parent(s)	ü To facilitate budget implementation
1 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	74.00
Other Professional Staff	6.60	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	4	3	0	0
7 to 9 years	6	6	0	0
10 or more years	26	22	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	340
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü Art, Music and PE Facilities
- ü Computer Labs
- ü Science Labs
- ü Library/Media Center

Extracurricular Activities

- ü After School Sports/Clubs
- ü After School Academic Assistance
- ü National Junior Honor Society
- ü Summer School
- ü 21st Century Community Learning Center
- ü Raider's Lead
- ü Intramurals
- ü Mentoring Program

Social Services

- ü Breakfast/Lunch Program
- ü Safe Schools Program
- ü Health Services/Nurse Practioner
- ü Crisis Intervention/Counseling Services
- ü Parent Center/clothing bank
- ü Adult ELL classes
- ü GED/Literacy classes
- ü Parenting classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Teachers were afforded the opportunity to build their knowledge on brain based instruction and utilize during planning and instruction.
- ü Teachers were afforded the opportunity to build their knowledge on differentiated instruction (planning differentiated lessons, differentiating content, assessment, strategies for managing a differentiated classroom) and utilize during instruction.
- ü Reading Enrichment teachers were trained on how to implement the Fast Track Reading Program with thier students.
- ü Interested teachers (Science and Social Studies)were afforded the opportunity to build their knowledge and utilize the shared inquiry approach during instruction.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	18	12	12	17
Transfers In Rate <sup>6</sup>	33	28	28	37
Stability Rate <sup>7</sup>	82	87	87	82
Promotion Rate <sup>8</sup>	92	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	5	0	1	6
Status Unknown <sup>11</sup>	3	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

Washington School District’s Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

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) :

23

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	Dr. Sherry Schauer	(602) 347-3200
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Diane Ward	(602) 347-3200
Student Health/Nurse	Frank Paloma	(602) 347-3210

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.