

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6905 W Maryland Ave, Glendale, AZ 85303

Glendale Elementary 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Robert C. Wallace
 Schedule : 6:45 AM to 3:30 PM
 Grades : 6-8
 2004 Enrollment : 1081
 Web Address : www.gesd40.org
 Phone Number : (623) 842-8314
 Fax Number : (623) 842-8324
 E-mail : bwallace@gesd40.org

Mission

Challenger endeavors to create a student environment which meets the unique needs of the emerging adolescent. We encourage and challenge the capabilities of all students to achieve success in intellectual, physical, emotional and social growth.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Not Met
2001-02	N/A

School Improvement Status (b)

2003-04	Corrective Action
2002-03	Year 2
2001-02	N/A

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

School / Academic Goals

- ü Challenger has implemented curriculum mapping to meet state & district academic standards in all classrooms. We continue to review curriculum & instruction of all students to ensure alignment with these standards and to prepare all students for AIMS.
- ü Student mastery of the Power Standards & benchmark assessments. Students in every grade level to raise their test scores. Training for school staff in the Power Standards will occur the first week of school during School Improvement Days.
- ü Improve math skills for all students by using the Accelerated Math Program & SSD. Training is provided for all of our math teachers. Students will be placed in math classes based on prior knowledge in order to best meet the needs of every student.
- ü Improve language skills for all students by using the SRA Program & SSD. Reading & Writing are integrated throughout the curriculum. Academic teachers integrate two thematic units in order to increase student achievement in literacy.

Enrollment

October 1, 2003 School Year Student Enrollment : 1100
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 19

Instructional Programs

- Ü Enrichment Elective Classes
- Ü Inclusive Gifted Services
- Ü Structured English Immersion Classes
- Ü Inclusive Special Education Classes
- Ü Integrated Curriculum/Instruction
- Ü At-Risk programs
- Ü Tutoring
- Ü Gifted Classes

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

The school's responsibility towards its students is to provide a healthy and safe environment, communicate student progress and needs, and provide a child-centered instructional environment built around individual interests, strengths and needs.

Parents

Parents are expected to be involved in setting school goals, instill positive learning attitudes, encourage prompt/regular attendance, show interest in schoolwork and provide homework support, communicate with school, have high expectations for child's behavior, provide proper clothing and nourishment, and show child how to respect people, rules and property.

Transportation Policy

For students in the Challenger Attendance Area: Regular education transportation services are provided for students residing farther than one mile from school. Special education transportation services are provided as required. Transportation is not provided for students not residing the the Challenger Attendance Area.

School Honors

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

Award/Honor	Year
Ü Ambassador for Excellence Teacher	1996
Ü Language Arts Teacher Published Book	1999
Ü Middle Level Teacher of the Year	1999
Ü AZ Science Award (Solar Car)	1999

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	466	1289	75001	99	98	99	434	437	468	65	63	37	29	28	36	4	6	16	2	2	10
All Students (Prior Year)	447	1210	71167	100	100	99	433	435	463	63	63	38	31	32	41	4	4	14	2	2	7
Female	238	628	36846	99	98	99	436	440	468	62	60	36	31	30	38	4	8	16	3	2	10
Male	228	660	37974	99	98	99	432	435	467	67	66	39	27	26	34	5	5	16	1	2	11
African American	63	149	3720	95	96	98	431	431	446	68	68	53	26	24	33	5	8	9	2	1	4
Hispanic	288	754	26675	100	98	98	434	430	448	67	70	52	25	25	34	5	3	10	2	2	4
Asian/Pacific Islander	10	37	1575	100	100	99	466	476	504	38	31	18	50	48	33	0	3	20	13	17	29
American Indian/Alaskan Native	NC	36	4731	NC	97	98	NC	425	438	NC	77	61	NC	16	30	NC	3	7	NC	3	2
White	95	305	37785	99	97	99	434	451	482	58	49	25	40	35	39	2	13	21	0	3	15
Students with Disabilities	49	162	8802	100	98	100	393	400	418	98	94	79	2	6	16	0	0	3	0	0	1
Students without Disabilities	417	1127	66199	98	98	99	440	442	472	60	59	34	33	31	38	5	7	17	2	3	11
Limited English Proficient Students	138	332	11710	99	100	100	417	416	429	86	84	70	12	15	25	2	1	4	0	1	1
Migrant Students	NC	25	709				NC	418	442	NC	76	57	NC	24	34	NC	0	7	NC	0	2
Economically Disadvantaged	288	794	29814				432	430	448	68	70	53	24	24	33	5	5	10	2	2	4
Non-Economically Disadvantaged	178	495	45170				438	447	479	59	54	28	36	34	38	3	9	20	2	3	14

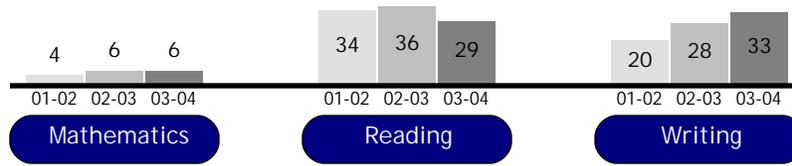
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	469	1292	74918	100	98	99	473	476	497	52	51	32	19	19	19	23	23	35	6	7	15
All Students (Prior Year)	443	1210	71100	100	100	99	483	485	502	42	39	25	22	23	21	32	31	40	4	7	15
Female	241	630	36805	100	99	99	477	480	501	48	47	28	20	20	19	24	24	37	7	8	16
Male	228	661	37936	99	98	99	470	471	493	56	55	35	17	17	18	21	22	33	5	6	14
African American	64	150	3719	97	97	98	467	468	481	59	58	43	17	19	21	22	21	29	2	2	7
Hispanic	289	755	26645	100	98	98	474	469	478	53	58	46	17	17	20	25	21	27	6	4	6
Asian/Pacific Islander	10	37	1571	100	100	99	496	498	521	38	28	18	25	24	15	0	31	38	38	17	30
American Indian/Alaskan Native	10	37	4729	100	100	98	478	466	468	57	59	57	14	25	19	14	6	19	14	9	4
White	95	305	37773	99	97	99	474	492	511	46	36	20	24	21	18	22	30	41	7	14	21
Students with Disabilities	49	162	8801	100	98	100	425	430	448	91	89	75	7	7	13	2	4	10	0	1	2
Students without Disabilities	420	1130	66117	99	99	99	480	481	501	47	46	28	20	20	19	26	26	37	7	8	16
Limited English Proficient Students	140	334	11706	100	100	100	452	449	454	75	78	71	18	17	16	8	6	12	0	0	1
Migrant Students	NC	25	706				NC	451	467	NC	77	55	NC	18	22	NC	0	20	NC	5	4
Economically Disadvantaged	290	795	29785				469	467	477	59	60	47	17	18	20	18	16	26	6	5	6
Non-Economically Disadvantaged	179	497	45115				480	487	508	43	39	23	21	19	18	29	33	39	6	9	20

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	464	1278	74503	99	97	99	441	460	491	18	15	9	50	45	32	30	35	51	3	6	8
All Students (Prior Year)	414	1133	69001	95	94	96	471	473	490	31	30	17	40	40	37	28	30	45	0	0	1
Female	240	628	36686	100	98	99	447	474	506	13	10	5	53	44	29	33	39	57	2	8	9
Male	224	649	37644	97	96	98	436	445	476	23	20	13	46	46	36	26	31	45	4	4	6
African American	63	148	3677	95	95	97	429	445	475	31	22	12	42	45	36	23	27	46	5	6	5
Hispanic	285	745	26500	99	97	97	444	454	467	16	15	13	51	47	39	31	34	44	2	4	4
Asian/Pacific Islander	10	36	1566	100	100	99	475	522	537	13	10	5	38	28	23	38	34	55	13	28	18
American Indian/Alaskan Native	10	37	4695	100	100	97	458	452	464	14	19	14	29	34	39	57	47	44	0	0	3
White	95	304	37606	99	97	99	440	474	508	14	12	6	55	42	28	28	38	56	3	8	10
Students with Disabilities	48	159	8662	100	96	100	380	388	409	50	47	37	39	43	42	11	9	20	0	1	1
Students without Disabilities	416	1119	65841	98	98	98	450	469	499	13	11	7	51	45	32	32	38	53	4	6	8
Limited English Proficient Students	136	329	11608	97	99	100	426	432	430	29	25	23	39	43	47	29	29	28	2	2	1
Migrant Students	NC	25	701				NC	399	449	NC	29	17	NC	52	43	NC	19	38	NC	0	1
Economically Disadvantaged	287	786	29587				437	448	465	20	17	14	48	47	40	30	32	43	2	4	4
Non-Economically Disadvantaged	177	492	44898				448	475	507	14	12	7	52	42	28	30	38	55	4	8	10

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. 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?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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 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
6	Reading	--	--	33	49	--	--	34	53	100	27	NA	56
	Language	--	--	27	42	--	--	27	45	100	20	28	48
	Mathematics	--	--	40	58	--	--	42	62	99	30	44	66
7	Reading	96	22	28	48	91	26	30	51	97	27	NA	54
	Language	96	23	29	51	95	28	32	54	95	33	34	58
	Mathematics	97	29	33	54	92	33	34	58	95	32	37	62
8	Reading	90	30	30	49	91	33	35	53	97	34	NA	55
	Language	89	24	25	46	95	26	30	49	95	28	27	52
	Mathematics	93	33	34	54	93	38	39	58	97	34	36	61

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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 8 Student(s)

Council Duties

- Ü Vision Creation/Goal Setting
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü Instructional Strategies
- Ü Textbook Selection
- Ü Extracurricular Activities

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	57.50
Other Professional Staff	7.50	Teacher Aide	4.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	4	0	0
4 to 6 years	22	3	0	0
7 to 9 years	1	10	0	0
10 or more years	4	9	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	41
Core academic classes taught by Highly Qualified (NCLB) teachers.	199
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Stage: Band/Strings/Music
- Ü PE: Full-size Gym/Locker Rooms w/Showers
- Ü Computer/FACS Ed/Art/Life Skills/Health
- Ü Media Center

Extracurricular Activities

- Ü Volleyball, Cross-Country, Basketball
- Ü Science and Travel Clubs
- Ü Wrestling, Base/Softball, Track & Field
- Ü Bilingual and Gifted Clubs
- Ü Student Government
- Ü Math Club
- Ü Yearbook

Social Services

- Ü Social Worker: Student Groups
- Ü Adult Education
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The Challenger Six Trait Writing Process has been printed in the student agenda for use in every class. We will continue to improve student achievement in writing as measured by benchmark assessments.
- ü All academic teams have successfully implemented at least one integrated, inter- disciplinary thematic unit per semester towards improving student achievement.
- ü Development of Study Skills Development (SSD) period and materials to provide reading, writing, language, and math skills support. Student has been recognized by the state for winning the Martin Luther King Jr. Essay Contest.
- ü Teachers have recieved training in or provided reciprocal teaching, test taking strategies, SIOP strategies, and AIMS practice tests.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	91	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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 5-6	65	60
Grades 6-7	56	51
Grades 7-8	76	69

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

Students take a Life Skills course covering student safety, as well as take part in a 1/2 hour Character Education Program. Violence Prevention classes are offered to students. The Substance Abuse, Violence Prevention and Gang Awareness Program runs through the entire school year.

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) :

10

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	Robert C. Wallace	(623) 842-8314
Transportation Policy	Eric Kissell	(623) 842-8180
Community Resources	Dori Di-Pietro Sharpe	(623) 842-8314
School Nutrition Programs	Trina Payne	(623) 842-8321
Parent Organization		(623) 842-8314
Student Health/Nurse	Nurse's Office	(623) 842-8316

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 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.

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

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.

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Total cost of printing: 12 Pages X .0318 Per page X 1081 Copies = \$413.00

** 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.