

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7020 W. Ocotillo Road, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
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	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 : Mrs. Michele R. Mitchell  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-4  
 2005 Enrollment : 813  
 Web Address : www.gesd40.org  
 Phone Number : (623) 842-8214  
 Fax Number : (623) 842-8388  
 E-mail : mmitchell@gesd40.org

### Mission

Desert Garden Elementary School provides a safe, respectful, caring, yet rigorous, learning environment that accepts and challenges every child. High, clearly articulated academic and behavioral expectations are the norm and are supported by the staff, students and community.

### School / Academic Goals

- ü Provide literacy instruction utilizing the "Four Blocks" model to focus on standards and skills, language/vocabulary acquisition and relevant, engaging content to ensure 10% percent more of the students meet and exceed standards at each grade.
- ü Provide "balanced" mathematics instruction to focus on mastery of standards and skills, language/vocabulary acquisition and relevant, engaging content to ensure 10% percent more of our students meet and exceed standards.
- ü Increase daily attendance by one percent by engaging students and parents in an effort to provide a learning environment that meets the needs of all students and assures optimal educational opportunity.
- ü Provide a level of intervention programming during and after school that assures that 90%+ students that "Fall Far Below" or "Approach" will receive re-teaching outside of the regular instruction program in order to meet academic standards.

### Enrollment

October 1, 2004 School Year Student Enrollment : 902  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- ü Four Blocks Balanced Literacy Model
- ü Standards-Based Balanced Mathematics
- ü Preschool/Academic Full-Day Kindergarten
- ü Sheltered English Immersion/SIOP
- ü GEO/21st Century Learning Community
- ü Reading Intervention Specialist
- ü ELL Compensatory Education
- ü Differentiated Gifted/Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/7/2006

Shared Responsibilities

School

The school's responsibility is to provide a rigorous, motivating, child-centered academic learning environment that is healthy and safe. Additionally, it is the schools responsibility to communicate student progress and needs to parents in a timely and effective manner. We want Desert Garden Elementary School to be an inviting place for students, parents and community.

Parents

Parents are expected to prepare their children to attend school by instilling positive attitudes toward learning and behavior; encouraging regular attendance, communicating regularly with school personnel and supporting their child's learning effort.

Transportation Policy

We are a walking school with the exception of our special education students who are provided transportation services as required by their Individual Education Plans.

School Honors

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

Award/Honor	Year
ü Arizona State Tobacco Prevention Grant	2004
ü Arizona Congress of Parents and Teachers Award	2003
ü Creating Disciplined School Environment Grant	2002
ü 21st Century Community Learning Centers Grant	2003

3rd 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	119	1579	79306	96	100	99	422	420	445	25	20	10	18	29	18	54	42	51	3	9	20
All Students (Prior Year)	131	1490	75509	99	100	100	481	491	521	24	27	13	46	33	23	21	24	33	9	16	31
Female	53	769	38691	95	99	99	414	418	446	32	21	10	13	29	18	55	42	52	0	8	20
Male	66	810	40583	97	100	99	428	423	445	20	19	11	22	28	18	53	43	50	6	10	21
African American	17	142	4041	85	95	99	412	414	426	36	22	17	7	27	23	57	47	50	0	4	10
Hispanic	84	1080	32869	98	100	99	425	416	429	24	21	15	16	33	25	55	40	51	5	6	10
Asian/Pacific Islander	NC	41	1935	NC	100	99	NC	445	474	NC	11	3	NC	24	9	NC	43	48	NC	22	40
American Indian/Alaskan Native	NC	41	4264	NC	100	100	NC	433	419	NC	13	19	NC	20	30	NC	60	45	NC	7	6
White	14	275	36197	100	100	99	424	432	463	18	15	5	36	17	11	45	48	53	0	19	31
Students with Disabilities	10	192	10321	100	100	100	421	362	389	0	41	30	44	32	27	56	23	34	0	4	9
Students without Disabilities	112	1392	69060	97	99	98	421	429	454	30	17	7	14	28	17	52	45	54	4	10	22
Limited English Proficient Students	40	627	15509	100	100	100	425	403	406	17	24	20	28	37	30	48	34	45	7	5	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	101	1234	39415	94	98	96	422	414	431	23	22	15	20	31	25	54	40	50	3	7	10
Non-Economically Disadvantaged	21	350	39966	100	100	100	417	440	459	44	14	6	6	21	12	44	51	52	6	14	30

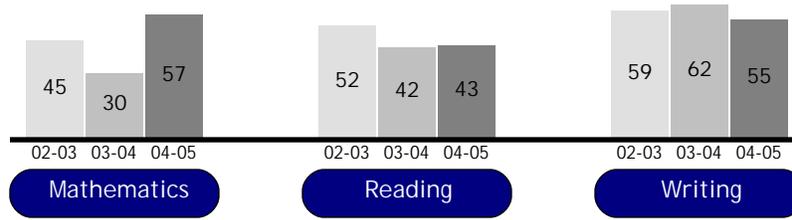
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	1580	79395	98	0	99	420	422	446	20	17	9	37	35	25	42	44	55	1	4	11
All Students (Prior Year)	132	1485	75492	100	100	100	495	505	519	26	23	12	33	22	16	32	42	47	10	14	24
Female	55	770	38743	98	0	100	423	426	451	18	14	7	31	34	24	51	48	57	0	4	12
Male	66	810	40618	97	0	99	418	419	440	22	20	11	41	37	27	35	40	53	2	3	9
African American	18	142	4052	90	0	100	417	426	434	20	13	11	27	35	29	53	51	54	0	1	6
Hispanic	85	1081	32915	99	0	99	422	417	426	19	20	15	40	39	35	39	39	47	2	3	4
Asian/Pacific Islander	NC	41	1936	NC	0	99	NC	430	468	NC	14	3	NC	30	14	NC	54	63	NC	3	19
American Indian/Alaskan Native	NC	41	4271	NC	0	100	NC	452	420	NC	0	15	NC	27	42	NC	70	41	NC	3	2
White	14	275	36221	100	0	99	413	436	465	27	12	4	36	22	15	36	55	63	0	11	17
Students with Disabilities	10	191	10331	100	0	100	381	362	388	56	33	25	33	43	37	11	23	34	0	1	4
Students without Disabilities	114	1394	69139	99	0	99	423	431	454	17	15	7	38	34	24	44	47	58	1	4	11
Limited English Proficient Students	40	627	15545	100	0	100	419	399	399	17	25	21	45	42	42	38	32	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	102	1234	39484	94	0	96	415	415	429	23	19	14	41	38	35	36	41	47	0	2	4
Non-Economically Disadvantaged	22	351	39986	100	0	100	436	446	461	11	10	4	26	26	16	58	54	63	5	10	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	1570	78869	94	99	99	418	413	442	8	10	6	36	33	21	53	54	63	2	3	10
All Students (Prior Year)	129	1476	75053	98	99	99	529	558	597	21	13	7	17	17	12	57	63	72	5	6	9
Female	53	767	38536	95	99	99	426	426	458	5	6	4	32	28	15	59	61	67	3	5	14
Male	63	803	40302	93	99	99	413	399	428	10	14	8	39	37	26	49	47	60	2	2	7
African American	17	141	4015	85	95	99	424	414	430	7	8	8	21	35	24	71	55	61	0	2	7
Hispanic	81	1074	32606	94	99	98	419	411	426	8	10	8	41	36	27	47	51	60	3	3	5
Asian/Pacific Islander	NC	41	1925	NC	100	99	NC	427	471	NC	11	3	NC	16	11	NC	68	64	NC	5	22
American Indian/Alaskan Native	NC	41	4245	NC	100	100	NC	441	423	NC	3	9	NC	20	26	NC	73	61	NC	3	4
White	14	273	36078	100	100	99	409	412	459	9	11	4	36	26	16	55	60	66	0	3	14
Students with Disabilities	10	191	10246	100	100	100	447	332	367	11	30	18	11	36	39	67	34	40	11	1	4
Students without Disabilities	109	1384	68697	95	99	98	413	424	454	9	7	4	39	32	18	51	57	67	1	4	11
Limited English Proficient Students	37	621	15339	93	100	100	412	389	399	11	15	11	33	36	31	56	47	54	0	2	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	98	1225	39106	91	97	95	417	405	427	10	11	8	34	35	28	54	51	59	3	2	5
Non-Economically Disadvantaged	21	350	39837	100	100	100	414	436	457	6	6	4	44	25	14	50	63	67	0	6	15

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)

3rd 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
2	Reading	93	29	32	50	90	35	NA	58	100	35	34	47
	Language	96	30	26	43	95	36	34	50	100	35	36	47
	Mathematics	98	39	36	57	94	50	47	64	100	42	39	50
3	Reading	95	28	28	47	95	32	NA	55	100	25	32	44
	Language	97	32	35	54	96	39	42	61	100	28	32	44
	Mathematics	96	34	32	54	99	35	39	61	98	35	38	51
4	Reading	93	26	33	52	93	28	NA	56	99	34	36	48
	Language	98	23	33	48	92	33	32	52	99	39	37	49
	Mathematics	98	25	35	57	94	34	36	61	100	37	39	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)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Goal Setting
- Ü School Improvement Planning
- Ü Curriculum Development/Research
- Ü Community/Parental Involvement
- Ü Accountability measures
- Ü Resource Distribution

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.50
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	1	0	0
4 to 6 years	14	4	0	0
7 to 9 years	2	1	0	0
10 or more years	1	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Media Center/Studio Library/Computer Lab
- Ü Cafeteria/Auditorium
- Ü Playgrounds/Sports Fields
- Ü Orchestra Room

Extracurricular Activities

- Ü 21st Century/GEO Acadmic tutoring
- Ü Student Council/Yearbook
- Ü Orchestra
- Ü Technology classes
- Ü Sports
- Ü Choir
- Ü ELL Compensatory Education
- Ü Educational Field Trips

Social Services

- Ü Counseling Services
- Ü Psychological Assessment
- Ü Access to Health Services Clinic
- Ü Social Worker
- Ü Crisis Intervention/Risk Assessment
- Ü Summer Nutrition
- Ü Nursing services
- Ü Second Step prevention curriculum

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Desert Garden implemented a school improvement process that led to articulating a new mission, and identifying goals for improving student literacy and mathematics instruction and achievement at every grade.
- ü Parents were invited to and attended monthly assemblies and family curriculum nights throughout the school year. This included hands-on math, family reading and a science fair. PTA participated in the schoolwide activities.
- ü Desert Garden's GEO 21st Century After School program provided over 225 children academic tutoring and compensatory education for English Language Learners which resulted in increased student achievement.
- ü Desert Garden implemented a lead teacher program that has provided embedded professional development for all teachers and focused mentoring for new teachers. This program dramatically increased teacher retention with only 4 resigning

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>	16	12	12	17
Transfers In Rate <sup>6</sup>	48	28	28	37
Stability Rate <sup>7</sup>	83	87	87	82
Promotion Rate <sup>8</sup>	96	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>	2	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

Desert Garden believes that all students can demonstrate positive behaviors that create a safe and productive learning community. We intentionally teach and model desired behaviors and attitudes through programs such as Second Step, Creative Play, Responsible Thinking and Drug Prevention activities.

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) :

4
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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	Michele R. Mitchell	(623) 842-8214
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Dori Di Petro	(623) 842-8100
School Nutrition Programs	Barry Leimkueller	(623) 842-8120
Parent Organization	Celeste Laycock	(623) 842-8214
Student Health/Nurse	Vanessa Enlow	(623) 842-8214

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).

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Total cost of printing: 12 Pages X .0318 Per page X 25 Copies = \$10.00

\*\* 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.