

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4615 S. 22nd St., Phoenix, AZ 85040

Roosevelt 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	Underperforming
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 : Miss Temako J. Roque  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-3  
 2005 Enrollment : 399  
 Web Address : www.rsd.k12.az.us  
 Phone Number : (602) 232-4910  
 Fax Number : (602) 243-4910  
 E-mail : roquet@rsd.k12.az.us

### Mission

The mission of M. L. King School is to provide every child with the opportunity to learn and develop his/her individual talents through the use of technology in a culturally rich setting with regards to students, parents, staff and community. The ultimate goal of education at M. L. King School is to foster the supreme worth and dignity of each child and to offer appropriate academic skills and concepts in order that he/she may function in a democratic society.

### School / Academic Goals

- ü To actively engage students in an integrated curriculum which provides a seamless transition from Head Start to grade three.
- ü Students will show increased achievement on the TerraNova, AIMS, DIBELS and the adopted reading and math series diagnostic assessments.
- ü To increase academic achievement in Mathematics as assessed by AIMS in grade three.
- ü To increase academic achievement in Reading as assessed by AIMS in grade three.

### Enrollment

October 1, 2004 School Year Student Enrollment : 381  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 56

Instructional Programs

- Ü Full-Day Kindergarten
- Ü Voyager Universal Literacy Program
- Ü Gifted Magnet 2-3
- Ü Intersession Enrichment Program
- Ü After-School Tutoring

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

To prepare students academically through technology, communicate activities of the school, provide progress reports and conferences, provide discipline within guidelines, to provide a nurturing environment, to provide textbooks, materials, and supplies.

Parents

Student attendance. Reporting absences and tardies. Student behavior. Reinforcing homework policy. Change of telephone number/address. Medical record information. Inquire about student progress. Provide parental accountability. Support the school rules of conduct and dress code. Communicating with school. Attend parent conferences. Attend parent involvement activities. Participate in Site council activities and PTSO activities.

Transportation Policy

Boundaries: North-Salt River; South-Roeser Road; East-28th Street-North of Broadway, West-16th Street. School buses are available for students enrolled in the regular, gifted, and Special Education programs.

School Honors

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

Award/Honor	Year
Ü Martin Luther King State Recognition Award	2001
Ü Awarded 'Winged Victory' from Educational SuperMart	2002
Ü Waterford Early Reading Program Award of Excellence	2003
Ü Phoenix Education Partnership Honor Roll Award	2004

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	103	1357	79306	99	98	99	416	410	445	25	25	10	25	29	18	46	43	51	5	3	20
All Students (Prior Year)	98	1305	75509	100	98	100	476	469	521	40	39	13	24	33	23	24	22	33	11	6	31
Female	49	656	38691	98	99	99	425	416	446	18	22	10	25	29	18	52	46	52	5	4	20
Male	54	701	40583	100	97	99	407	404	445	32	28	11	24	29	18	39	41	50	5	3	21
African American	45	223	4041	96	96	99	419	393	426	22	32	17	27	24	23	46	40	50	5	4	10
Hispanic	52	1067	32869	98	99	99	411	413	429	29	23	15	24	30	25	45	44	51	2	3	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	55	36197	NC	96	99	NC	426	463	NC	19	5	NC	26	11	NC	44	53	NC	12	31
Students with Disabilities	16	154	10321	94	100	100	378	331	389	55	62	30	27	26	27	18	11	34	0	2	9
Students without Disabilities	87	1204	69060	100	98	98	422	420	454	20	20	7	24	29	17	50	48	54	5	4	22
Limited English Proficient Students	37	594	15509	100	99	100	406	403	406	32	24	20	26	31	30	42	43	45	0	2	5
Migrant Students	--	NC	118	--	NC	NA	--	NC	419	--	NC	25	--	NC	21	--	NC	50	--	NC	3
Economically Disadvantaged	85	1052	39415	92	90	96	413	407	431	26	25	15	27	30	25	45	42	50	3	3	10
Non-Economically Disadvantaged	18	306	39966	100	100	100	440	422	459	18	22	6	9	24	12	55	48	52	18	7	30

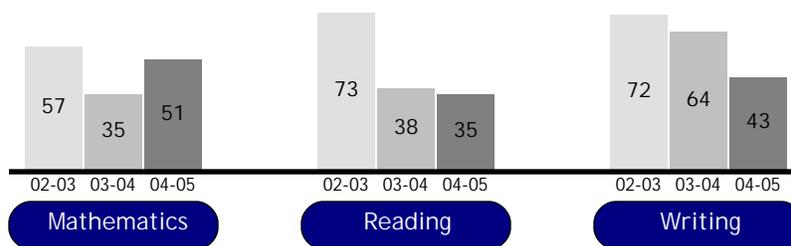
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1363	79395	99	0	99	413	406	446	21	24	9	44	43	25	34	32	55	1	1	11
All Students (Prior Year)	97	1295	75492	99	98	100	492	489	519	30	34	12	33	25	16	28	34	47	10	6	24
Female	49	660	38743	98	0	100	431	418	451	9	18	7	41	42	24	48	39	57	2	1	12
Male	54	703	40618	100	0	99	394	396	440	34	30	11	46	44	27	20	25	53	0	1	9
African American	45	224	4052	96	0	100	422	401	434	11	19	11	46	41	29	43	38	54	0	2	6
Hispanic	52	1072	32915	98	0	99	400	407	426	31	25	15	45	44	35	24	30	47	0	1	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	55	36221	NC	0	99	NC	429	465	NC	21	4	NC	28	15	NC	44	63	NC	7	17
Students with Disabilities	16	156	10331	94	0	100	373	332	388	55	53	25	45	38	37	0	8	34	0	1	4
Students without Disabilities	87	1208	69139	100	0	99	419	416	454	16	20	7	43	44	24	39	35	58	1	1	11
Limited English Proficient Students	37	597	15545	100	0	100	392	394	399	39	28	21	45	46	42	16	26	35	0	0	1
Migrant Students	--	NC	120	--	NC	NA	--	NC	414	--	NC	20	--	NC	45	--	NC	35	--	NC	0
Economically Disadvantaged	85	1058	39484	92	0	96	410	402	429	23	25	14	45	44	35	32	30	47	0	0	4
Non-Economically Disadvantaged	18	306	39986	100	0	100	433	425	461	9	18	4	36	39	16	45	39	63	9	5	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	105	1350	78869	100	98	99	403	406	442	15	13	6	42	32	21	40	53	63	3	2	10
All Students (Prior Year)	92	1277	75053	94	96	99	536	533	597	15	20	7	21	18	12	59	58	72	5	4	9
Female	50	655	38536	100	99	99	437	427	458	7	7	4	33	29	15	53	61	67	7	3	14
Male	55	695	40302	100	97	99	365	386	428	24	18	8	51	34	26	24	46	60	0	1	7
African American	45	221	4015	96	95	99	417	395	430	8	14	8	38	30	24	51	52	61	3	4	7
Hispanic	54	1063	32606	100	98	98	383	407	426	23	12	8	47	32	27	28	54	60	2	1	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	54	36078	NC	95	99	NC	422	459	NC	12	4	NC	33	16	NC	45	66	NC	10	14
Students with Disabilities	18	155	10246	100	100	100	309	287	367	50	44	18	50	38	39	0	19	40	0	0	4
Students without Disabilities	87	1196	68697	100	97	98	418	422	454	9	8	4	41	31	18	46	58	67	4	2	11
Limited English Proficient Students	38	591	15339	100	99	100	365	392	399	29	14	11	45	36	31	26	48	54	0	1	3
Migrant Students	--	NC	119	--	NC	NA	--	NC	402	--	NC	16	--	NC	30	--	NC	53	--	NC	1
Economically Disadvantaged	86	1047	39106	93	90	95	398	403	427	16	13	8	44	33	28	37	53	59	3	2	5
Non-Economically Disadvantaged	19	304	39837	100	100	100	439	416	457	9	12	4	27	30	14	55	53	67	9	4	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	92	31	25	50	88	36	NA	58	94	33	31	47
	Language	99	24	17	43	96	26	22	50	94	29	32	47
	Mathematics	97	34	32	57	98	30	34	64	94	27	33	50
3	Reading	100	30	23	47	100	36	NA	55	99	24	24	44
	Language	99	43	34	54	100	43	38	61	99	29	28	44
	Mathematics	99	36	29	54	100	40	33	61	99	33	33	51

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."

# Martin Luther King Jr Elementary School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Software and Instructional Materials
- Ü School Policies and Procedures
- Ü School Improvement
- Ü Student Council
- Ü Plans Staff Development Activities
- Ü Parent Involvement Activities

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	24.00
Other Professional Staff	3.00	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	1	3	0	0
10 or more years	3	13	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Waterford Reading Lab
- Ü Large Multipurpose Room
- Ü Library

### Extracurricular Activities

- Ü Parks and Recreation Program
- Ü Character Education
- Ü Student Council
- Ü Superintendent's Reading Club
- Ü Peer Leadership Group

### Social Services

- Ü District Immunization Clinic
- Ü Prevention Specialist
- Ü After School Recreational Program
- Ü Breath Mobile
- Ü School-based Health Clinic
- Ü Parent Facilitator
- Ü Dental Screening

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Third graders showed significant gains in Math on the AIMS test with 49% at meet or exceeds.
  
- ü Third graders showed significant gains in Writing on the AIMS test with 50% at meet or exceeds.
  
- ü We successfully participated in Character Education through Character Counts! which reduced the number of disciplinary referrals.

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>	17	12	12	17
Transfers In Rate <sup>6</sup>	40	28	28	37
Stability Rate <sup>7</sup>	82	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

According to ARS 13-2911 'All visitors must sign in at the office and obtain a visitor's pass before proceeding to any part of campus. Any unauthorized person will be considered to be illegally on school campus.' This procedure is used to protect the safety of our children and employees. Students are adequately supervised during the school day. King School has a licensed and registered nurse who renders first aid, dispenses medications and serves as a contact regarding health issues.

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) :

8

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	Temako J. Roque	(602) 232-4910
Transportation Policy	Manuel Quihuis	(602) 243-4852
Community Resources	T.J. Roque/D. McClelland	(602) 232-4910
School Nutrition Programs	Phyllis Jefferies	(602) 243-4830
Parent Organization	PTSO	(602) 232-4910
Student Health/Nurse	Annetta Heasman	(602) 232-4913

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 399 Copies = \$152.00

\*\* 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.