

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6825 South 10th Street, Phoenix, AZ 85042

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 LEARNS¹

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	Out of Improvement
2002-03	Year 1

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

School Overview

Principal/Administrator : Mr. Ruben M. Duran
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-3
 2005 Enrollment : 753
 Web Address :
 Phone Number : (602) 232-4220
 Fax Number : (602) 243-4939
 E-mail : duranr@rsd.k12.az.us

Mission

John F. Kennedy School serves at least 620 kids. The philosophy: to provide a quality education in a safe nurturing environment to allow each child to grow, academically and socially, to his/her potential. John F. Kennedy Elementary School services K-3, special needs and Head Start. All of the regular classes in kindergarten thru third grades are 'Structured English Immersion' classes.

School / Academic Goals

- ü Improvement of student academic achievement and academic growth so that all children can achieve at their greatest potential. Specific Goals and objectives are listed in Kennedy School's School Improvement Plan for the 2004-05-06 school years.
- ü Provide and improve on-site tutorial programs so that all children needing extra help and support will receive it in the areas of reading, writing, language and mathematics.
- ü John F. Kennedy School will begin implementing the Voyager Reading Series for the third consecutive year in a row. The purpose of the program is designed to help and support all children to learn how to read and comprehend in 'English'.
- ü John F. Kennedy Elementary School's goal is to maintain Adequate Yearly Progress so that all children, parents and staff can continue to bond together in providing a solid quality educational program to every child who attends Kennedy School.

Enrollment

October 1, 2004 School Year Student Enrollment : 740
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- ü Special Needs Services
- ü Structured English Immersion Services
- ü Into English
- ü Voyager Reading Program
- ü Head Start
- ü Sheltered Immersion Observation Protocol

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

The teaching staff firmly believes that every boy and girl attending John F. Kennedy School can learn and assumes the utmost responsibility of providing a quality education to all children in attendance. Our responsibility is to deliver all educational programs and services that complies with all state and district standards under Arizona Learns and No Child Left Behind.

Parents

All of our Parents' responsibility is to make sure that their children are registered for school. And to ensure that their children is in attendance and to recognize the value of attendance & promptness each and every day so that each child will be ready to learn at their fullest potential.

Transportation Policy

Approximately 78% of the children that attend school at John F. Kennedy are bused to and from their homes. John F. Kennedy Elementary School currently operates with 6 regular school buses for service to our children. Included in this mix are several other special buses that cater only to our special needs population because of specific program services that are offered to them at John F. Kennedy Elementary School.

School Honors

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

Award/Honor	Year
ü J. F. Kennedy School recognized as a Performing School	2004
ü Camp Fire Boys and Girls Club Award	2002
ü Superintendent's Reading Club	2005
ü Improvement/Overall AIMS scores in Math & Writing areas	2005

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	172	1357	79306	99	98	99	394	410	445	25	25	10	24	29	18	50	43	51	1	3	20
All Students (Prior Year)	160	1305	75509	99	98	100	475	469	521	33	39	13	32	33	23	25	22	33	10	6	31
Female	72	656	38691	99	99	99	409	416	446	23	22	10	23	29	18	53	46	52	2	4	20
Male	100	701	40583	99	97	99	383	404	445	28	28	11	24	29	18	47	41	50	1	3	21
African American	18	223	4041	90	96	99	283	393	426	44	32	17	19	24	23	38	40	50	0	4	10
Hispanic	146	1067	32869	99	99	99	407	413	429	22	23	15	25	30	25	52	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	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	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	24	154	10321	100	100	100	220	331	389	65	62	30	22	26	27	13	11	34	0	2	9
Students without Disabilities	148	1204	69060	98	98	98	425	420	454	18	20	7	24	29	17	56	48	54	2	4	22
Limited English Proficient Students	81	594	15509	100	99	100	372	403	406	22	24	20	28	31	30	49	43	45	1	2	5
Migrant Students	NC	NC	118	NC	NC	NA	NC	NC	419	NC	NC	25	NC	NC	21	NC	NC	50	NC	NC	3
Economically Disadvantaged	145	1052	39415	95	90	96	389	407	431	26	25	15	23	30	25	49	42	50	2	3	10
Non-Economically Disadvantaged	27	306	39966	100	100	100	428	422	459	20	22	6	25	24	12	55	48	52	0	7	30

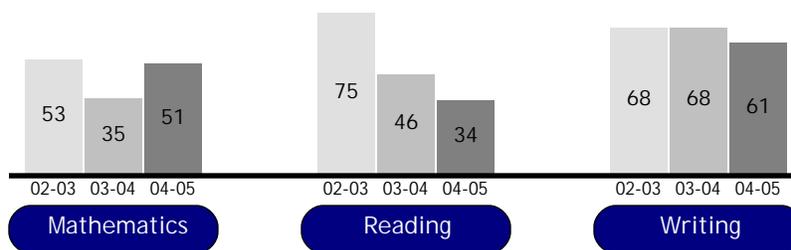
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	173	1363	79395	99	0	99	386	406	446	24	24	9	42	43	25	34	32	55	0	1	11
All Students (Prior Year)	161	1295	75492	100	98	100	492	489	519	32	34	12	23	25	16	37	34	47	9	6	24
Female	73	660	38743	100	0	100	405	418	451	21	18	7	38	42	24	41	39	57	0	1	12
Male	100	703	40618	99	0	99	371	396	440	26	30	11	45	44	27	29	25	53	0	1	9
African American	19	224	4052	95	0	100	288	401	434	25	19	11	38	41	29	38	38	54	0	2	6
Hispanic	146	1072	32915	99	0	99	397	407	426	23	25	15	42	44	35	34	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	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	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	24	156	10331	100	0	100	221	332	388	57	53	25	26	38	37	17	8	34	0	1	4
Students without Disabilities	149	1208	69139	99	0	99	415	416	454	18	20	7	45	44	24	37	35	58	0	1	11
Limited English Proficient Students	81	597	15545	100	0	100	361	394	399	22	28	21	46	46	42	32	26	35	0	0	1
Migrant Students	NC	NC	120	NC	NC	NA	NC	NC	414	NC	NC	20	NC	NC	45	NC	NC	35	NC	NC	0
Economically Disadvantaged	146	1058	39484	96	0	96	380	402	429	25	25	14	43	44	35	32	30	47	0	0	4
Non-Economically Disadvantaged	27	306	39986	100	0	100	424	425	461	20	18	4	35	39	16	45	39	63	0	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	170	1350	78869	98	98	99	383	406	442	13	13	6	26	32	21	61	53	63	0	2	10
All Students (Prior Year)	161	1277	75053	100	96	99	533	533	597	16	20	7	16	18	12	63	58	72	5	4	9
Female	71	655	38536	97	99	99	408	427	458	8	7	4	23	29	15	69	61	67	0	3	14
Male	99	695	40302	98	97	99	364	386	428	17	18	8	28	34	26	55	46	60	0	1	7
African American	18	221	4015	90	95	99	264	395	430	27	14	8	13	30	24	60	52	61	0	4	7
Hispanic	144	1063	32606	97	98	98	398	407	426	11	12	8	28	32	27	62	54	60	0	1	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	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	24	155	10246	100	100	100	150	287	367	52	44	18	22	38	39	26	19	40	0	0	4
Students without Disabilities	146	1196	68697	97	97	98	425	422	454	6	8	4	27	31	18	67	58	67	0	2	11
Limited English Proficient Students	79	591	15339	100	99	100	368	392	399	7	14	11	36	36	31	58	48	54	0	1	3
Migrant Students	NC	NC	119	NC	NC	NA	NC	NC	402	NC	NC	16	NC	NC	30	NC	NC	53	NC	NC	1
Economically Disadvantaged	143	1047	39106	94	90	95	379	403	427	13	13	8	26	33	28	61	53	59	0	2	5
Non-Economically Disadvantaged	27	304	39837	100	100	100	407	416	457	15	12	4	25	30	14	60	53	67	0	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	96	26	25	50	94	40	NA	58	97	29	31	47
	Language	99	16	17	43	99	20	22	50	97	32	32	47
	Mathematics	99	30	32	57	96	35	34	64	97	26	33	50
3	Reading	98	29	23	47	100	29	NA	55	94	24	24	44
	Language	99	43	34	54	100	40	38	61	94	26	28	44
	Mathematics	99	34	29	54	100	34	33	61	94	36	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/

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)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement Goals
- Ü Advisory/Input on New Programs for child
- Ü School Health and Safety
- Ü Improvement of Instruction & Teaching
- Ü Improvement of Curriculum Standards
- Ü Schoolwide Safety and Improvement Plans

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.00
Other Professional Staff	5.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	3	6	0	0
7 to 9 years	2	0	0	0
10 or more years	6	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
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	2%

Resources Available at School Site

Special Facilities

- Ü Computer Technology Laboratory
- Ü Library Media Services
- Ü Parent Center
- Ü Prevention Specialist

Extracurricular Activities

- Ü Superintendent's Reading Club
- Ü Cultural Awareness (Schoolwide)
- Ü Student of the Month
- Ü Academic Community Engagement Services
- Ü Young Authors Day
- Ü Character Education
- Ü Fall / Spring Family Reading Night
- Ü Dr. Seuss Read Across America Day

Social Services

- Ü Breakfast Program
- Ü After School Program(Parks & Recreation)
- Ü Free & Reduced Lunch Program
- Ü Crisis Intervention
- Ü Health Services
- Ü Parent Center Services
- Ü Parent Teacher Student Organization
- Ü Camp Fire Boy & Girl Summer Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü John F. Kennedy School met its goal for adequate yearly progress for the 1998-99 school year and again during the 1999-2000 school year.
John F. Kennedy School met/surpassed the district's goal in the area of reading on SAT 9 Tests held 4/2003.
- ü Our mandatory Uniform Policy is now enforced for this school year (2005-06). Now that we are operating in our sixth year of this program it has been very well monitored, received and supported by our parents and staff members.
- ü John F. Kennedy Elementary School met its yearly goals for adequate yearly progress for the 2002-03, 2003-04, 2004-05 academic school years based on specific data measured by the State Department under Arizona Learns and No Child Left Behind.
- ü John F. Kennedy School has completed three successful years under a school improvement plan that was devised by a school planning team and external facilitators. The school plan has been revised for the 2004-05 & 2005-06 academic school years.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rate ⁵	15	12	12	17
Transfers In Rate ⁶	33	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

A Safety letter will be provided to all parents that will explain the safety of all children for the 2005-06 school year. The School has a non-threatening/no-weapons policy for all children. All classroom doors are secured from 9:00 A.M. -2:30 P.M. daily.

It is required that all visitors who wish to visit the school sign in and put on a badge showing that they are a visitor to the school for each and everyday they report to the campus.

All parents will receive a copy of a handbook soon.

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) :

2

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	Marcela Sepulveda-Lopez	(602) 232-4220
Transportation Policy	Manuel Quihuis	(602) 243-4852
Community Resources	Perry Baker	(602) 243-4816
School Nutrition Programs	Phylliss Davis Jefferies	(602) 243-4830
Parent Organization	Dorothy Rodarte	(602) 232-4220
Student Health/Nurse	Deborah Hale	(602) 232-4223

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.

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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 753 Copies = \$287.00

** 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.