

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

35 West Dunlap, Phoenix, AZ 85021

Glendale Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2003-04	Excelling
2002-03	Highly Performing
2001-02	Maintaining

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status <sup>(b)</sup>

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

### School Overview

Principal/Administrator : Mr. John Croteau  
 Schedule : 7:30 AM to 4:30 PM  
 Grades : 9-12  
 2004 Enrollment : 1624  
 Web Address : [www.guhsdaz.org/schools/sunnyslope.asp](http://www.guhsdaz.org/schools/sunnyslope.asp)  
 Phone Number : (623) 915-8760  
 Fax Number : (623) 915-8762  
 E-mail : [jpcrotea@guhsdaz.org](mailto:jpcrotea@guhsdaz.org)

### Mission

The mission of Sunnyslope High School is to empower all students for the choices and challenges of the 21st Century. Our graduates will respect self, others and the environment; participate productively and responsibly in a rapidly changing society.

### School / Academic Goals

- ü All students will demonstrate increased achievement on district, state and national assessments. Emphasis currently being placed on improved reading skills and attendance.
- ü We are dedicated to providing a safe community-oriented environment in which learners can pursue academic excellence and life-long skills that will allow them to develop to their fullest potential in the face of a rapidly changing society.
- ü It is our strong belief that all student's can learn. Through this, it is our goal each year to provide educational opportunities that challenge all students.
- ü Sunnyslope High School will remain a sound educational institution by maintaining a dropout rate and graduation rate well above the state average.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1602  
 Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 320

## Instructional Programs

- Ü Accelerated/Advanced Placement Courses
- Ü Fine and Performing Arts
- Ü Business/College Partnerships
- Ü Aspire to Teach
- Ü Applied Technology
- Ü Read 180
- Ü ELL Classes
- Ü AFJROTC

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/24/2005

## Shared Responsibilities

### School

Quarterly newsletter which contains articles of special interest to parents, progress reports mailed which give information on students' academic progress, communication with parents on eighth absence/tardy, and reports mailed on state test results.

### Parents

Each student in our school has the right to a quality education. To ensure that each student enjoys that right, there are district policies and procedures which address student attendance, tardiness, disruptive behavior and appropriate dress.

## Transportation Policy

Students within the district who reside more than one and one-half miles from school may ride the school buses. Students who are physically handicapped who live closer to the school may apply at the school principal's office for a permit to ride.

## School Honors

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

Award/Honor	Year
Ü 3 National Merit Scholarship Semi-Finalists/1 Finalist	2004
Ü Air Force JROTC Distinguished Unit	2004
Ü Over 200 Scholar Athletes	2004
Ü Scholarships Earned - \$2.8 Million	2004

10th 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	358	3443	65934	100	99	100	509	500	492	28	33	43	16	20	18	27	29	24	30	19	15
All Students (Prior Year)	427	3309	57534	99	99	91	511	501	491	24	34	46	15	19	16	33	28	23	28	19	15
Female	169	1680	32586	100	99	100	507	500	491	30	33	44	15	20	19	30	30	24	24	17	14
Male	189	1755	33226	99	98	99	512	501	493	25	33	42	17	19	18	23	27	24	35	20	16
African American	NC	251	3042	NC	99	98	NC	488	478	NC	46	58	NC	23	19	NC	21	17	NC	10	6
Hispanic	156	1194	21740	99	99	100	488	487	475	47	47	63	19	21	17	23	22	15	11	10	5
Asian/Pacific Islander	NC	102	1643	NC	99	99	NC	511	519	NC	25	23	NC	14	13	NC	33	30	NC	28	34
American Indian/Alaskan Native	15	86	4351	94	95	99	515	499	472	8	27	68	17	22	16	42	36	13	33	15	4
White	172	1802	34819	100	99	99	527	510	505	12	22	27	13	18	20	29	34	31	46	26	22
Students with Disabilities	30	318	6507	100	98	100	NA	462	456	NA	82	83	NA	10	9	NA	8	6	NA	0	2
Students without Disabilities	328	3125	59427	99	99	100	509	501	494	28	32	41	16	20	19	27	29	25	30	19	16
Limited English Proficient Students	52	315	6793	100	100	100	466	468	464	73	72	79	17	14	11	8	10	8	2	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	152	642	18745				487	486	475	48	50	64	17	20	16	24	20	15	12	10	5
Non-Economically Disadvantaged	206	2801	47182				526	504	499	14	29	35	15	19	19	29	31	27	42	21	19

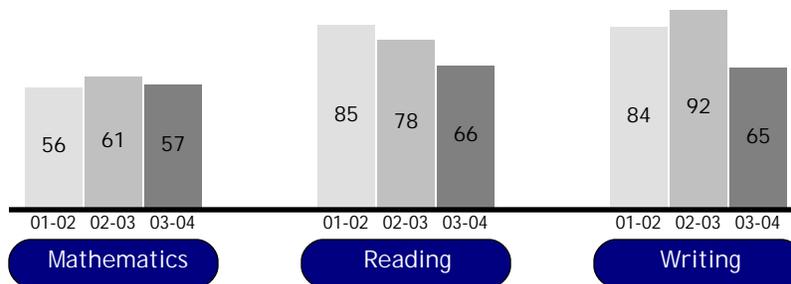
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	371	3592	68162	100	100	100	521	514	509	15	14	18	19	22	24	52	56	51	14	8	8
All Students (Prior Year)	428	3301	56700	99	99	89	531	521	512	4	8	15	17	20	23	60	60	52	18	12	10
Female	173	1735	33509	100	100	100	519	517	513	17	13	15	20	20	23	49	58	52	14	9	9
Male	198	1854	34521	100	99	100	524	510	505	12	16	20	18	23	24	56	55	49	14	7	7
African American	NC	269	3163	NC	100	99	NC	499	497	NC	20	22	NC	33	30	NC	45	46	NC	3	3
Hispanic	162	1263	22624	99	99	100	493	496	487	29	24	32	29	27	31	39	46	35	3	3	2
Asian/Pacific Islander	NC	109	1666	NC	100	100	NC	502	523	NC	17	11	NC	29	17	NC	50	60	NC	5	12
American Indian/Alaskan Native	18	90	4592	100	97	100	509	499	484	7	15	32	20	33	37	73	51	30	0	1	1
White	175	1853	35727	100	99	100	547	529	526	3	6	7	10	16	17	63	66	64	25	12	12
Students with Disabilities	31	340	6845	100	100	100	487	472	468	25	47	53	25	33	29	50	19	18	0	1	1
Students without Disabilities	340	3252	61317	99	99	100	522	516	512	14	12	15	19	21	23	52	59	53	14	8	8
Limited English Proficient Students	53	337	7152	100	100	100	458	460	464	70	65	57	18	25	31	12	10	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	159	700	19528				492	495	487	29	25	31	29	30	32	41	43	34	1	2	2
Non-Economically Disadvantaged	212	2892	48595				542	518	518	4	12	13	12	20	20	60	60	57	23	9	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	369	3575	67629	100	99	100	555	545	524	17	16	22	18	16	16	53	62	59	12	6	3
All Students (Prior Year)	424	3233	55090	98	97	87	503	494	479	5	8	16	4	6	13	90	86	70	2	1	0
Female	171	1728	33347	99	99	100	563	559	537	17	13	17	17	14	15	52	66	64	14	8	4
Male	198	1844	34151	100	99	99	548	531	512	18	20	27	19	18	18	54	58	54	10	4	2
African American	NC	268	3150	NC	100	99	NC	523	515	NC	22	24	NC	23	19	NC	53	56	NC	2	2
Hispanic	161	1257	22313	99	99	100	507	515	493	28	26	34	25	18	19	43	53	46	4	3	1
Asian/Pacific Islander	NC	106	1659	NC	97	100	NC	553	564	NC	15	11	NC	13	12	NC	64	68	NC	8	9
American Indian/Alaskan Native	18	90	4528	100	97	99	513	530	492	20	14	35	33	28	21	47	58	42	0	0	1
White	174	1846	35593	100	99	99	602	569	547	7	9	13	10	13	14	62	69	69	20	9	4
Students with Disabilities	30	332	6712	100	99	100	414	445	445	50	61	61	25	23	18	25	17	21	0	0	0
Students without Disabilities	339	3243	60917	98	99	100	557	548	530	17	15	19	18	16	16	53	63	61	12	6	3
Limited English Proficient Students	52	329	6994	100	100	100	415	426	442	69	65	58	24	16	18	6	19	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	159	700	19310				500	508	489	29	28	35	27	21	20	41	50	44	3	2	1
Non-Economically Disadvantaged	210	2875	48278				594	553	538	9	14	17	11	15	15	62	65	65	19	7	4

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)

10th 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?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 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](http://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
9	Reading	94	41	40	37	99	38	40	41	92	53	NA	42
	Language	94	46	46	38	99	42	45	42	93	58	50	42
	Mathematics	94	65	65	56	99	68	66	60	93	82	71	63

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

- 4 School Administrator(s)
- 32 Non-certified Employee(s)
- 80 Teacher(s)
- 7 Parent(s)
- 8 Community Member(s)
- 10 Student(s)

Council Duties

- Ü Establish Yearly School Goals
- Ü Explore Education Innovations
- Ü Recommend Program Improvement Areas
- Ü Increase Communications with Parents
- Ü Promote Accountability
- Ü Analyze School Effectiveness

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	80.00
Other Professional Staff	7.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	4	0	0
4 to 6 years	10	2	0	0
7 to 9 years	2	2	0	0
10 or more years	19	18	0	0

Highly Qualified (NCLB) & Core Academics

- Core academic teachers meeting the definition of Highly Qualified (NCLB): 54
- Core academic classes taught by Highly Qualified (NCLB) teachers. 245
- Teachers with Emergency Certificaton. 3

Resources Available at School Site

Special Facilities

- Ü Computers: 10 Labs, 4 Mobiles, & Classes
- Ü Multimedia Center/Internet Access
- Ü Media Productions Facility
- Ü Business Computer Labs

Extracurricular Activities

- Ü Six Honor Societies Including NHS
- Ü Boys/Girls AIA Championship Teams
- Ü Theater/Dance/Art/Photo/Music
- Ü Air Force Junior ROTC
- Ü Over 40 Student Clubs
- Ü Future Business Leaders of America
- Ü V.I.C.A.
- Ü Academic Decathlon

Social Services

- Ü Scholarship/Application Services
- Ü Community College Dual Enrollment
- Ü Nurse Practitioner/Health Clinic
- Ü Social Worker
- Ü School Psychologist
- Ü Guidance Counselors

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The Sunnyslope High School faculty, staff and community have continued to work together to keep students in school. The dropout rate has continued to remain well below the state and national averages.
- ü The Sunnyslope faculty and staff recognizes and celebrates the contribution of each individual. A yearly Vikingtown camp has been established to focus our collective attention upon an appreciation for ethnic, cultural and religious diversity.
- ü The Sunnyslope High Air Force Junior ROTC program received the distinguished unit award for the 2003-2004 school year.
- ü Through the efforts of our career and scholarship center, the class of 2004 received over \$2.8 million in scholarships and grants.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	87			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

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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

Sunnyslope High School is a closed campus which requires students to stay on campus the entire school day. We have a zero-tolerance policy for weapons and illegal drugs. Students are involved in multicultural activities such as Vikingtown.

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) :

1

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	John P. Croteau	(623) 915-8785
Transportation Policy	Eddie Astorga	(623) 435-6084
Community Resources	Jennifer Reed	(623) 915-8738
School Nutrition Programs	Yome Gokool	(623) 435-6016
Parent Organization	Leslie Schexnayder	(623) 915-8760
Student Health/Nurse	Cheryl Gibbons	(623) 915-8763

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.

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](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. 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](http://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](http://www.ade.az.gov/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.