



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5757 W. McDowell Road, Phoenix, AZ 85035

OMEGA SCHOOLS d.b.a. Omega Academy, Inc.

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	Underperforming
2002-03	Small School

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

School Overview

Principal/Administrator : Ms. Carmen Michelle Gulley  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-4  
 2005 Enrollment : 190  
 Web Address : omegak12.com  
 Phone Number : (602) 269-1007  
 Fax Number : (602) 269-1073  
 E-mail : cgulley@omegak12.com

Mission

Our mission is to have students pursue a 90% mastery level for all required Arizona Academic State Standards. Our goal is to challenge all students to be able to function at academic grade level in elementary school.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	Corrective Action
2003-04	Corrective Action
2002-03	Year 2

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

School / Academic Goals

- ü Students will close the achievement gaps in mathematics, reading, and language arts by third grade.
- ü Students will pursue a 90 percent mastery level for both Arizona and National Instructional Standards.
- ü Students will meet grade specific technology standards by the end of the academic year of 2006.

Enrollment

October 1, 2004 School Year Student Enrollment : 204  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 190

Instructional Programs

- ü Inclusion Model of Special Education
- ü Learning Center Approach to Instruction
- ü Teach Arizona /Natl Academic Standards
- ü Technology In The Classroom (CoxEd/ALS)
- ü Unified Arts/Prevention Classes
- ü Character Education Program
- ü Extended Day / Year Program
- ü Grade 2-4 Macro Math Program

Calendar Information

Number of Instruction Days :	155
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Omega was formed as a college prep charter school. It was designed so that children can achieve a quality education in a nurturing, non-threatening and violence-free environment.

Parents

Omega parents are required to attend a minimum of three out of nine pre-scheduled parent-teacher-student conferences (which are hosted the last Thursday of every month) to learn about thier childrens academic progress. Sign in sheets are kept to document these activities.

Parents are also required to provide proper uniform attire for each child in attendance.

Transportation Policy

BEELINE Transportation Services determine a route for Omega.

School Honors

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

Award/Honor	Year
ü National Awards for Outstanding Employees	2001
ü Federal Grant - 21st Century	2005
ü Mayor's Community Achievement Award	2001
ü Community Service Grant /Community Donations	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	18	33	79306	90	94	99	399	415	445	13	7	10	80	54	18	7	39	51	0	0	20
All Students (Prior Year)	24	34	75509	92	94	100	446	455	521	58	47	13	25	32	23	17	21	33	0	0	31
Female	NC	10	38691	NC	77	99	NC	410	446	NC	0	10	NC	80	18	NC	20	52	NC	0	20
Male	12	22	40583	100	100	99	396	418	445	22	12	11	67	35	18	11	53	50	0	0	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	14	18	32869	93	95	99	401	406	429	8	7	15	83	73	25	8	20	51	0	0	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	10	36197	NC	91	99	NC	433	463	NC	0	5	NC	25	11	NC	75	53	NC	0	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	17	31	69060	89	91	98	401	416	454	7	4	7	86	58	17	7	38	54	0	0	22
Limited English Proficient Students	11	11	15509	100	100	100	402	402	406	11	11	20	78	78	30	11	11	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	12	21	39415	60	72	96	400	418	431	11	6	15	78	50	25	11	44	50	0	0	10
Non-Economically Disadvantaged	NC	12	39966	NC	100	100	NC	410	459	NC	8	6	NC	58	12	NC	33	52	NC	0	30

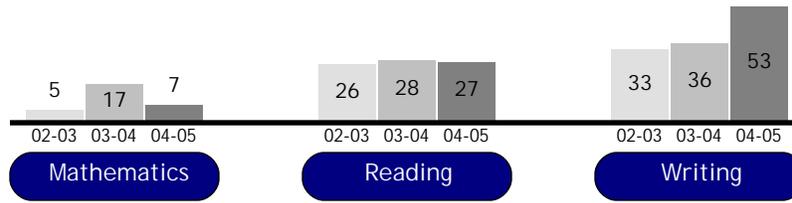
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	34	79395	95	0	99	405	415	446	20	14	9	53	46	25	27	39	55	0	0	11
All Students (Prior Year)	25	35	75492	96	97	100	471	488	519	56	40	12	16	14	16	28	40	47	0	6	24
Female	NC	11	38743	NC	0	100	NC	410	451	NC	20	7	NC	40	24	NC	40	57	NC	0	12
Male	12	22	40618	100	0	99	400	418	440	22	12	11	67	53	27	11	35	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	15	19	32915	100	0	99	405	407	426	25	27	15	50	47	35	25	27	47	0	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	10	36221	NC	0	99	NC	437	465	NC	0	4	NC	38	15	NC	63	63	NC	0	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	18	32	69139	95	0	99	408	416	454	14	12	7	57	50	24	29	38	58	0	0	11
Limited English Proficient Students	11	11	15545	100	0	100	407	407	399	22	22	21	56	56	42	22	22	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	13	22	39484	65	0	96	405	416	429	0	0	14	89	69	35	11	31	47	0	0	4
Non-Economically Disadvantaged	NC	12	39986	NC	0	100	NC	415	461	NC	33	4	NC	17	16	NC	50	63	NC	0	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	20	35	78869	100	100	99	395	414	442	13	7	6	33	32	21	53	61	63	0	0	10
All Students (Prior Year)	25	34	75053	96	94	99	479	513	597	36	26	7	28	24	12	32	47	72	4	3	9
Female	NC	11	38536	NC	85	99	NC	451	458	NC	0	4	NC	20	15	NC	80	67	NC	0	14
Male	12	22	40302	100	100	99	367	391	428	22	12	8	44	41	26	33	47	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	16	20	32606	100	100	98	391	398	426	17	13	8	25	27	27	58	60	60	0	0	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	10	36078	NC	91	99	NC	435	459	NC	0	4	NC	25	16	NC	75	66	NC	0	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	19	33	68697	100	97	98	408	425	454	7	4	4	36	31	18	57	65	67	0	0	11
Limited English Proficient Students	11	11	15339	100	100	100	407	407	399	11	11	11	22	22	31	67	67	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	13	22	39106	65	76	95	422	434	427	0	0	8	44	38	28	56	63	59	0	0	5
Non-Economically Disadvantaged	NC	13	39837	NC	100	100	NC	387	457	NC	17	4	NC	25	14	NC	58	67	NC	0	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?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 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	17	28	50	100	37	NA	58	100	21	29	47
	Language	96	13	21	43	100	25	21	50	100	23	33	47
	Mathematics	100	19	27	57	100	60	47	64	100	19	31	50
3	Reading	91	10	19	47	71	17	NA	55	95	24	33	44
	Language	70	17	21	54	93	25	33	61	95	27	35	44
	Mathematics	79	10	16	54	93	19	28	61	90	21	33	51
4	Reading	NC	NC	31	52	100	26	NA	56	100	27	34	48
	Language	91	27	35	48	100	27	33	52	100	32	43	49
	Mathematics	91	15	31	57	100	23	29	61	100	27	37	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

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

Council Duties

- Ü Fund Raising
- Ü Community Partnerships
- Ü Promotion/Retention/Policy Issues
- Ü Parent/Educator Relations
- Ü Campus Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	16.00
Other Professional Staff	1.50	Teacher Aide	.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	4	1	0	0
10 or more years	2	3	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computers in the Classroom/Computer Room
- Ü Buildings are Handicap Assessible
- Ü Playground

Extracurricular Activities

- Ü Field Trips / PE / Vocal Music
- Ü Parent Workshops / Monthly Conferences
- Ü After School Programs (K-4)
- Ü MacRo Math Program (2-4)
- Ü Summer Programs w/ Field Trips (2-4)
- Ü Community Projects (field day, carnival)
- Ü Kindergarten Graduation Ceremony
- Ü 100 Day Club, Award Day

Social Services

- Ü Preschool-3-5yrs and Daycare
- Ü Early Kindergarten Half Day Program-4yrs
- Ü Kindergarten Whole Day Program-5yrs
- Ü Recreational Activities
- Ü Parent ESL Classes
- Ü Community Meetings / Workshops
- Ü Prevention Classes (k-8)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The community and parents donate time through volunteer hours on-site, by assisting with the preschool program as well as in k-8th grade classrooms. Parents and students are awarded participation hours for attendance, positive behavior and grades.
- ü The staff participates in district/state trainings up to 200+ hours per year-Character Ed, PATH 4 YOU, Special Ed, Intel Teach For The Future, School Improvement, Researched Based Summer School, Raising Achievement in Math & Reading and Ethics.
- ü Omega Academy has a high level of parent/community involvement through such activities as the community fair (35 business partners participated), foster grandparent program, America Reads/America Counts w/ ASU & GCC colleges.
- ü Omega Academy is the only charter school allowed to participate in the MacRo Math program with the Rodel Foundation (third year). This program promotes math skill growth/practice as well as raises standardized test scores for 2nd-4th graders.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Transfers Out Rates <sup>5</sup>	36	12	12	17
Transfers In Rate <sup>6</sup>	70	28	28	37
Stability Rate <sup>7</sup>	63	87	87	82
Promotion Rate <sup>8</sup>	77	96	95	81
Retention Rate <sup>9</sup>	17	1	1	3
Dropout Rate <sup>10</sup>	5	0	1	6
Status Unknown <sup>11</sup>	5	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

Omega's Board of Directors has a 'Drug-Free Campus' policy prohibiting the use or sale of tobacco, drugs or alcohol on or around school grounds. The school also has policy concerning harassment. All visitors must sign-in as they enter the campus.

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) :

0

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	Carmen Gulley	(602) 269-1007
Transportation Policy	Sid Bailey	(602) 938-2092
Community Resources	Jolelne LeFlore	(602) 938-2092
School Nutrition Programs	Lorraine Valenzuela	(602) 269-1007
Parent Organization	Carmen Gulley	(602) 269-1007
Student Health/Nurse	Joyce White	(602) 269-1007

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 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.