

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

12675 W Rudasill Rd, Tucson, AZ 85743

Marana Unified 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	Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Ms. Denise Linsalata
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-3
 2005 Enrollment : 494
 Web Address : www.maranausd.org/DW
 Phone Number : (520) 616-4000
 Fax Number : (520) 616-4049
 E-mail : D.L.Linsalata@maranausd.org

Mission

At Desert Winds kids succeed! As professional educators we promise to provide clear and open communication, a positive environment, and quality instruction that meets the needs of all students creating life-long learners.

School / Academic Goals

- ü Reading instruction will be the focus of our professional development at Desert Winds during the 2005-2006 school year. We will utilize the newly adopted Houghton-Mifflin Language Arts Program in all grade levels.
- ü Everyday Mathematics will continue to be implemented at all grade levels. Teachers have been trained in Everyday Math and will plan collaboratively to implement it in their classrooms.
- ü We will create an environment where academics can be the focus by implementing two research based programs. Positive Behavior Supports is a school-wide discipline program, and Caring School Community creates a climate of caring at school.

Enrollment

October 1, 2004 School Year Student Enrollment : 516
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 29

Instructional Programs

- ü Standards Based Curriculum
- ü Title I Program and Learning Lab
- ü Gifted Education Program
- ü Special Education
- ü Competency Based Guidance Counseling
- ü SEI Instruction
- ü Fee Based Extended Day Kindergarten
- ü Positive Behavior Supports

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/20/2006

Shared Responsibilities

School

The school's responsibilities are to teach Arizona's State Standards, to set high expectations for students, and to provide regular home/school communications. Services will be provided to meet the varied needs, interests, and abilities of students. We believe that the school is central to our community. Therefore, we provide opportunities for families to come together for activities, for information about their child's education, and to celebrate our children's successes.

Parents

Parents are an essential part of their child's education. Parents support the school's efforts by reporting student attendance and providing proper clothing and nourishment for their children. Open communication between home and school maximizes learning. Open House, Parent-Teacher Conferences, weekly reports, and the school folder provide opportunities for parents to communicate with teachers. We invite parents to become involved at Desert Winds.

Transportation Policy

We are dedicated to the selection, training, and retention of professional staff committed to the operation of a modern, efficient, and safe transportation system. Riding a bus to and from school in MUSD is a privilege not to be taken lightly.

School Honors

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

Award/Honor	Year
ü MUSD Support Staff Employee of the Year Recipient	2005
ü MUSD Support Staff Employee of the Year Recipient	2004
ü 2nd Grade National River of Words Poetry Winner	2003
ü ASRSA Teacher of the Year for Pima County	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	985	79306	98	100	99	453	462	445	11	6	10	15	10	18	50	53	51	24	32	20
All Students (Prior Year)	137	956	75509	100	100	100	517	537	521	19	8	13	18	18	23	32	33	33	31	41	31
Female	63	465	38691	100	100	99	447	459	446	17	8	10	10	8	18	48	56	52	24	28	20
Male	72	520	40583	96	99	99	458	464	445	6	4	11	18	12	18	51	50	50	25	34	21
African American	NC	34	4041	NC	100	99	NC	435	426	NC	6	17	NC	15	23	NC	70	50	NC	9	10
Hispanic	30	254	32869	100	100	99	447	450	429	11	8	15	22	14	25	44	54	51	22	24	10
Asian/Pacific Islander	NC	23	1935	NC	100	99	NC	447	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	NC	16	4264	NC	89	100	NC	440	419	NC	8	19	NC	31	30	NC	46	45	NC	15	6
White	94	658	36197	97	100	99	460	469	463	11	5	5	8	8	11	53	52	53	28	36	31
Students with Disabilities	21	161	10321	91	100	100	419	399	389	28	24	30	39	22	27	17	42	34	17	12	9
Students without Disabilities	114	824	69060	99	99	98	459	474	454	9	2	7	10	8	17	55	55	54	26	35	22
Limited English Proficient Students	NC	33	15509	NC	100	100	NC	355	406	NC	11	20	NC	18	30	NC	58	45	NC	13	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	79	345	39415	95	96	96	439	452	431	16	10	15	18	13	25	51	54	50	15	23	10
Non-Economically Disadvantaged	56	640	39966	100	100	100	473	467	459	4	4	6	10	8	12	48	52	52	38	36	30

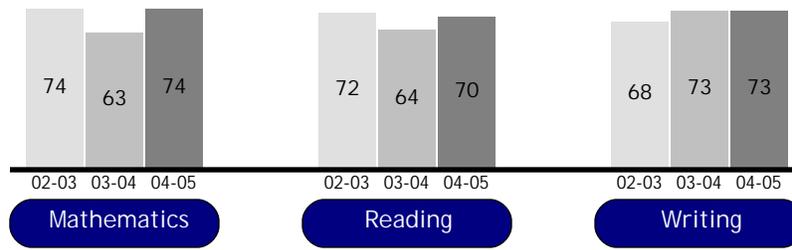
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	985	79395	98	0	99	447	458	446	13	6	9	17	15	25	64	65	55	6	14	11
All Students (Prior Year)	137	953	75492	100	100	100	510	523	519	15	8	12	21	14	16	43	49	47	21	29	24
Female	63	463	38743	100	0	100	446	463	451	16	6	7	16	12	24	64	67	57	5	15	12
Male	72	522	40618	96	0	99	448	453	440	11	7	11	18	18	27	65	62	53	6	12	9
African American	NC	33	4052	NC	0	100	NC	430	434	NC	6	11	NC	22	29	NC	69	54	NC	3	6
Hispanic	30	255	32915	100	0	99	445	450	426	15	7	15	22	19	35	59	65	47	4	9	4
Asian/Pacific Islander	NC	23	1936	NC	0	99	NC	445	468	NC	0	3	NC	10	14	NC	70	63	NC	20	19
American Indian/Alaskan Native	NC	16	4271	NC	0	100	NC	431	420	NC	23	15	NC	15	42	NC	54	41	NC	8	2
White	94	658	36221	97	0	99	453	463	465	8	6	4	16	14	15	68	64	63	7	16	17
Students with Disabilities	21	161	10331	91	0	100	408	390	388	44	26	25	22	33	37	28	36	34	6	5	4
Students without Disabilities	114	824	69139	99	0	99	454	471	454	8	3	7	16	12	24	70	70	58	6	15	11
Limited English Proficient Students	NC	33	15545	NC	0	100	NC	344	399	NC	16	21	NC	27	42	NC	51	35	NC	7	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	79	344	39484	95	0	96	438	448	429	19	11	14	21	19	35	53	59	47	7	10	4
Non-Economically Disadvantaged	56	641	39986	100	0	100	461	463	461	4	4	4	12	13	16	80	67	63	4	16	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	136	984	78869	99	100	99	433	450	442	4	3	6	23	20	21	71	67	63	2	10	10
All Students (Prior Year)	136	951	75053	99	99	99	563	603	597	10	7	7	17	11	12	69	74	72	4	9	9
Female	63	464	38536	100	100	99	443	465	458	2	2	4	21	13	15	74	70	67	3	15	14
Male	73	520	40302	97	99	99	423	437	428	6	3	8	24	26	26	68	64	60	2	7	7
African American	NC	33	4015	NC	100	99	NC	436	430	NC	0	8	NC	19	24	NC	78	61	NC	3	7
Hispanic	30	255	32606	100	100	98	436	448	426	4	2	8	30	26	27	59	62	60	7	10	5
Asian/Pacific Islander	NC	23	1925	NC	100	99	NC	452	471	NC	0	3	NC	10	11	NC	70	64	NC	20	22
American Indian/Alaskan Native	NC	16	4245	NC	89	100	NC	459	423	NC	0	9	NC	31	26	NC	46	61	NC	23	4
White	95	657	36078	98	99	99	431	451	459	5	4	4	19	18	16	77	68	66	0	10	14
Students with Disabilities	21	158	10246	91	100	100	380	382	367	17	10	18	33	41	39	50	48	40	0	1	4
Students without Disabilities	115	826	68697	100	99	98	441	463	454	2	2	4	21	16	18	75	70	67	3	12	11
Limited English Proficient Students	NC	33	15339	NC	100	100	NC	347	399	NC	9	11	NC	29	31	NC	58	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	80	343	39106	96	96	95	425	436	427	5	4	8	26	29	28	68	62	59	1	5	5
Non-Economically Disadvantaged	56	641	39837	100	100	100	443	458	457	2	3	4	18	15	14	76	69	67	4	13	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	51	63	50	98	51	NA	58	99	47	53	47
	Language	98	45	57	43	97	37	50	50	99	42	50	47
	Mathematics	99	57	71	57	100	56	67	64	99	51	59	50
3	Reading	98	50	61	47	99	48	NA	55	98	45	52	44
	Language	100	51	65	54	100	51	64	61	98	40	48	44
	Mathematics	100	58	69	54	99	51	68	61	98	49	61	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

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

Council Duties

- Ü Surveying Parents and Students
- Ü Communication and Technology
- Ü Parent and Community Involvement
- Ü School Culture and Climate
- Ü Instruction
- Ü Assessment

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	29.00
Other Professional Staff	1.50	Teacher Aide	6.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	3	1	0	0
10 or more years	4	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
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 Computer Lab
- Ü Library
- Ü Outdoor Amphitheater
- Ü School Garden

Extracurricular Activities

- Ü Student Council
- Ü Oasis Tutoring
- Ü Community Schools
- Ü After-school Tutoring

Social Services

- Ü Counseling Services
- Ü Wellness Center
- Ü Family Nights
- Ü LEAP-Before and After School Program
- Ü Crisis Intervention
- Ü Breakfast/Lunch Programs
- Ü Health Services
- Ü Fluoride Mouthrinse Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students made gains in math achievement. Everyday Math has been implemented over the past three years. Teachers have been trained to use the Everyday Math Program, and student successes are evident in AIMS scores.

- ü Students made gains in reading achievement. Teachers focused their professional development in the area of reading and the 5 Big Ideas of Literacy. All teachers observed a reading lesson in all of their grade level or department's classes.

- ü The number of discipline referrals decreased. Positive Behavior Supports, our school-wide discipline plan, has been in place for the past two years. Students are trained as to what the expectations are in the various settings on campus.

- ü Pre-school packets were sent to seventy families. Each packet contained activities for pre-school age children to complete with an adult and a book for the child to keep. These packets are used to increase readiness of our incoming kindergarteners.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	25	28	28	37
Stability Rate ⁷	87	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

Desert Winds utilizes the Positive Behavior Supports Program, where students are expected to follow three school wide rules: Be Safe; Be Respectful; and Be Responsible. A district Discipline Policy is in effect. Discipline data is used to determine where we need to focus our resources. Our Behavior Coach works with students who need behavioral support. Visitors are required to sign-in and wear a badge. Students are only released to an authorized adult.

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) :

3

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	Denise Linsalata	(520) 616-4000
Transportation Policy	Don Powers	(520) 682-1055
Community Resources	Christina Norriega	(520) 579-4920
School Nutrition Programs	Aramark Food Services	(520) 682-4737
Parent Organization	Denise Linsalata	(520) 616-4000
Student Health/Nurse	Tracy Williams	(520) 616-4044

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 494 Copies = \$189.00

** 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.