

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4006 W. Osborn Road, Phoenix, AZ 85019

Isaac Elementary District

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

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

#### Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	New School

(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 : Mrs. Debbie Hutson  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : K-3  
 2005 Enrollment : 390  
 Web Address : isaacschools.org  
 Phone Number : (602) 442-3000  
 Fax Number : (602) 442-3099  
 E-mail : dhutson@isaacschools.org

### Mission

Alston School provides all students and staff with a safe, supportive environment which promotes high academic achievement and empowers students to be responsible, productive citizens through high expectations and quality programming and instruction. Alston School believes that parents and teachers must work together as a team to insure success for the children. Through an extensive parent involvement program, parents are empowered to support their children's education.

### School / Academic Goals

- ü To provide a consistent focus on academic excellence with increased student learning in language arts and math, while developing English language proficiency. To consistently use effective teaching strategies and techniques to promote learning.
- ü To establish a school culture focusing on a safe and positive learning environment which is based on a foundation of respect for all. This will be done by developing the concepts of personal responsibility, citizenship/respect and cultural diversity.
- ü To provide academic support programs for students, both remedial and enrichment, in the form of intercession classes and an academic based after school program.
- ü To provide an on-going staff development program to strengthen teachers' instructional skills and provide support in implementing the curriculum.

### Enrollment

October 1, 2004 School Year Student Enrollment : 411  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- ü SEI - Lang. Acquisition (SIOP Model)
- ü Inclusive Special Education
- ü Phonics-based Reading (Action Rdg)
- ü Project LEAP After School Tutoring
- ü Full Day Kindergarten
- ü Maximum Instruct. Time/Academic Focus
- ü All Star Kids Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/7/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Alston School will provide a community of learners where high academic standards are maintained and each student's needs are met on an individual basis; honor and protect all students rights; recognize and respect cultural diversity; and encourage parental involvement. We will insure a safe, orderly, structured, productive learning environment. We will also provide regular home-school communication and distribute materials, policies and information in the students'home language.

Parents

As school partners, parents will reinforce student adherence to school rules, monitor student's responsibility for completing academic assignments, provide a supportive home environment conducive to study and learning, support school policies including dress code and behavior code, and send students to school ready to learn.

Transportation Policy

Due to the small attendance area, transportation is not provided for the general student body. Bus service is provided for special education students whose IEPs require it.

School Honors

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

Award/Honor	Year
ü Wal-Mart Teacher of the Year Award to Alston Teacher	2002
ü Governor's Award for Energy Efficiency for Alston Sch.	2002
ü PBS Documentary Filmed on Alston Staff Lang. Acq. Prog.	2003
ü Selected twice for Gov. Napolitano to visit our kinderg	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	91	955	79306	100	100	99	447	428	445	8	16	10	18	24	18	56	51	51	17	9	20
All Students (Prior Year)	81	975	75509	100	100	100	556	509	521	4	15	13	15	28	23	27	34	33	54	22	31
Female	46	477	38691	98	99	99	435	426	446	11	16	10	23	25	18	54	52	52	11	7	20
Male	45	479	40583	100	100	99	458	430	445	6	16	11	14	23	18	58	50	50	22	10	21
African American	--	21	4041	--	100	99	--	405	426	--	36	17	--	45	23	--	18	50	--	0	10
Hispanic	85	896	32869	100	100	99	447	427	429	9	16	15	19	24	25	54	51	51	18	9	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	10	4264	NC	100	100	NC	429	419	NC	25	19	NC	0	30	NC	75	45	NC	0	6
White	NC	26	36197	NC	100	99	NC	452	463	NC	9	5	NC	9	11	NC	64	53	NC	18	31
Students with Disabilities	11	104	10321	100	100	100	415	372	389	20	34	30	40	35	27	40	30	34	0	0	9
Students without Disabilities	80	852	69060	99	100	98	452	436	454	7	13	7	15	22	17	59	54	54	20	10	22
Limited English Proficient Students	56	596	15509	100	100	100	448	422	406	9	17	20	19	26	30	53	50	45	19	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	88	938	39415	97	98	96	447	431	431	9	16	15	17	24	25	57	51	50	17	9	10
Non-Economically Disadvantaged	NC	18	39966	NC	0	100	NC	64	459	NC	0	6	NC	50	12	NC	50	52	NC	0	30

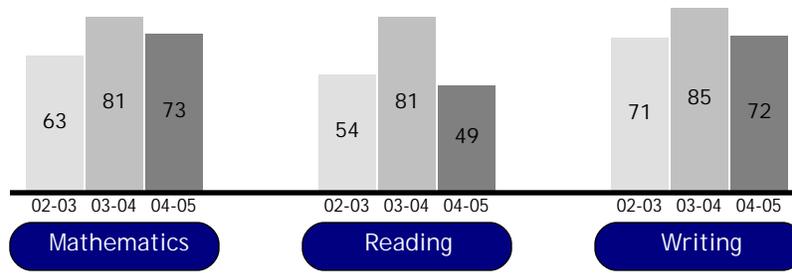
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	956	79395	100	0	99	430	421	446	13	16	9	38	36	25	46	45	55	3	2	11
All Students (Prior Year)	80	973	75492	100	100	100	532	509	519	8	17	12	12	18	16	50	49	47	31	16	24
Female	46	478	38743	98	0	100	423	423	451	11	14	7	43	37	24	43	46	57	3	3	12
Male	45	479	40618	100	0	99	438	419	440	14	19	11	33	35	27	50	44	53	3	2	9
African American	--	21	4052	--	0	100	--	404	434	--	18	11	--	64	29	--	18	54	--	0	6
Hispanic	85	897	32915	100	0	99	429	420	426	13	17	15	39	36	35	45	45	47	3	2	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	10	4271	NC	0	100	NC	421	420	NC	13	15	NC	38	42	NC	50	41	NC	0	2
White	NC	26	36221	NC	0	99	NC	455	465	NC	0	4	NC	27	15	NC	59	63	NC	14	17
Students with Disabilities	11	104	10331	100	0	100	412	361	388	30	46	25	40	32	37	30	21	34	0	0	4
Students without Disabilities	80	853	69139	99	0	99	433	429	454	10	12	7	38	37	24	49	49	58	3	2	11
Limited English Proficient Students	56	596	15545	100	0	100	429	412	399	16	20	21	37	39	42	44	40	35	4	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	88	939	39484	97	0	96	431	424	429	11	16	14	39	36	35	47	45	47	3	2	4
Non-Economically Disadvantaged	NC	18	39986	NC	0	100	NC	60	461	NC	17	4	NC	33	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	90	951	78869	99	100	99	432	437	442	7	6	6	21	21	21	66	66	63	6	6	10
All Students (Prior Year)	79	966	75053	99	100	99	602	601	597	7	6	7	7	13	12	78	71	72	7	11	9
Female	46	478	38536	98	100	99	439	449	458	6	5	4	26	18	15	60	68	67	9	10	14
Male	44	474	40302	100	100	99	426	426	428	9	8	8	17	25	26	71	65	60	3	3	7
African American	--	21	4015	--	100	99	--	433	430	--	0	8	--	27	24	--	73	61	--	0	7
Hispanic	84	892	32606	99	100	98	430	437	426	8	6	8	23	22	27	64	66	60	6	7	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	10	4245	NC	100	100	NC	422	423	NC	13	9	NC	0	26	NC	88	61	NC	0	4
White	NC	26	36078	NC	100	99	NC	455	459	NC	5	4	NC	9	16	NC	77	66	NC	9	14
Students with Disabilities	11	105	10246	100	100	100	380	341	367	20	23	18	40	41	39	40	35	40	0	1	4
Students without Disabilities	79	847	68697	98	99	98	441	451	454	5	4	4	18	18	18	70	71	67	7	7	11
Limited English Proficient Students	55	591	15339	100	100	100	426	429	399	9	8	11	23	23	31	64	65	54	4	5	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	87	934	39106	96	98	95	433	440	427	7	6	8	20	21	28	67	66	59	6	6	5
Non-Economically Disadvantaged	NC	18	39837	NC	0	100	NC	69	457	NC	0	4	NC	33	14	NC	67	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.

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	97	45	35	50	100	51	NA	58	98	40	34	47
	Language	99	33	24	43	100	43	33	50	98	42	41	47
	Mathematics	99	62	44	57	100	66	46	64	98	39	37	50
3	Reading	100	28	24	47	99	59	NA	55	100	30	28	44
	Language	100	44	39	54	99	71	55	61	100	30	32	44
	Mathematics	100	59	40	54	99	81	57	61	100	49	40	51

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum - Program Development
- Ü Parent/Educator Relations
- Ü Budget
- Ü School Safety Issues
- Ü School Improvement Plan Format
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	.50	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	2	3	0	0
10 or more years	5	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- Ü Multimedia Station in Library
- Ü Peaceful Playground
- Ü Parent Center

Extracurricular Activities

- Ü After School Academic/Enrichment Program
- Ü Family Library Night
- Ü Homework Help Club
- Ü Student Support Group
- Ü All Star Kid's Tutoring

Social Services

- Ü Lunch/Breakfast Programs
- Ü Counseling Services
- Ü Parenting Workshops
- Ü Adult Education Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Ninety-five percent of Alston's limited English proficient (LEP) students increased their language proficiency levels by at least one level on the SELP test.
  
- ü All staff members have received training in the Action Reading Program and have participated in the project as a schoolwide endeavor to focus on reading achievement.
  
- ü All Alston teachers have received intensive training in SIOP (language acquisition strategies), and use it consistently with continuous monitoring and support from a SIOP coach. Two Alston teachers are nationally certified SIOP trainers.
  
- ü Alston School was selected to be filmed for a national SIOP (language acquisition) training video. Five teachers were videotaped presenting a lesson to their students using SIOP strategies. Others were interviewed regarding their success with SIOP.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	23	12	12	17
Transfers In Rate <sup>6</sup>	70	28	28	37
Stability Rate <sup>7</sup>	77	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

A schoolwide safety and emergency plan is in place and practiced regularly. Visitors are required to sign-in and obtain identification badges upon entering the campus. Teaching and administrative staff work as a team with students to stop problems quickly so students can focus on learning. Our Character Education program teaches the students to show respect, and to solve their problems by talking about them. Many parenting workshops are provided with a focus on child health and safety.

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) :

1
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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	Debbie Hutson	(602) 442-3000
Transportation Policy	Mark Busch	(602) 484-4700
Community Resources	Becky Gallegos	(602) 484-4123
School Nutrition Programs	Joan Chiarello	(602) 484-4711
Parent Organization	Silvia Ponce	(602) 442-3000
Student Health/Nurse	Janet Dunn	(602) 442-3000

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).

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

Total cost of printing: 12 Pages X .0318 Per page X 80 Copies = \$31.00

\*\* 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.