



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4848 South 2nd Street, Phoenix, AZ 85040

Espiritu Community Development Corp.

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Rebecca Ruiz-Clayton
 Schedule : 7:00 AM to 4:30 PM
 Grades : 4-6
 2005 Enrollment : 205
 Web Address : www.espiritu.org
 Phone Number : (602) 243-7788
 Fax Number : (602) 243-7799
 E-mail : rruiz@espiritu.org

Mission

We provide an integrated curriculum for students to achieve mastery of the Arizona State Standards. We produce principle-based leaders who will be successful in a college prep environment.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	N/A
2002-03	N/A

School Improvement Status (b)

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

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

School / Academic Goals

- Stanford 9 composite score is at 50%; increase of Reading scores by 10%; increase of Math scores by 10%; increase language scores by 10%; 80% mastery of vocabulary. Homework is required for all students based on standards-based skill cards.
- We communicate monthly with students and their families: Based on State Standards at what level should my child perform? Based on State Standards, what level is my child? What strategies are used to challenge my child to perform?
- The Espiritu MAPS System defines and aligns our curriculum to the AZ Stat Standards and identified the measure of student success and growth to reward and recognize student achievement which promotes student retention.
- Teachers and students maintain a portfolio system which is clearly defined to meet high academic achievement and is aligned to the AZ State Standards.

Enrollment

October 1, 2004 School Year Student Enrollment : N/A
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 225

Instructional Programs

- ü Mandatory Tutoring Programs
- ü State Standards Clustered Skill Cards
- ü SRA Reading Program
- ü CGI Math Instruction
- ü Plato Educational Computer Programs
- ü Rosetta Stone Language Computer Programs
- ü H2O Peer Tutoring Programs
- ü 4 Blocks Reading Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

The school provides to parents: Individual Learning Plans to advance students quickly in their course work. An Adult Education Program. Quarterly student presentations to inform parents and to evaluate progress. Parent receive evaluation surveys.

Parents

Parents must ensure that: Children have 95% attendance. Children complete 1 hour of daily homework. They volunteer 1 hour a month. They attend Parent Conferences. If the student is 1 or more grade levels behind, he/she must attend tutoring.

Transportation Policy

Transportation is provided to students living within a 2-5 mile radius of the school. Bus drivers have absolute authority while any students are on the bus or are waiting to board. Students must have written permission to ride a bus.

School Honors

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

Award/Honor	Year
ü	
ü	
ü	
ü	

5th 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	65	65	78906	93	97	99	465	465	498	27	27	13	32	32	19	37	37	48	3	3	20
All Students (Prior Year)	--	--	66 76019	--	100	100	--	475	499	--	28	14	--	39	39	--	17	14	--	17	33
Female	29	29	38644	97	97	99	462	462	500	22	22	12	44	44	19	33	33	49	0	0	19
Male	36	36	40236	90	97	99	467	467	497	31	31	15	23	23	19	40	40	46	6	6	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	54	54	31938	96	96	99	468	468	481	24	24	19	31	31	25	43	43	46	2	2	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	63	63	68310	93	97	98	465	465	509	27	27	9	33	33	18	37	37	51	3	3	22
Limited English Proficient Students	21	21	12573	95	95	100	476	476	454	14	14	27	43	43	30	38	38	38	5	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	50	50	38679	89	94	96	471	471	483	21	21	20	33	33	25	42	42	45	4	4	10
Non-Economically Disadvantaged	15	15	40295	100	100	100	443	443	513	50	50	7	29	29	13	21	21	50	0	0	30

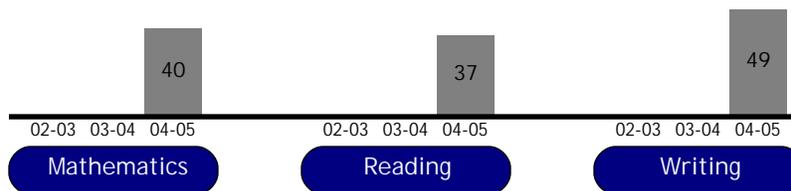
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	65	78908	93	0	99	454	454	484	29	29	10	34	34	23	37	37	58	0	0	9
All Students (Prior Year)	--	--	66 76020	--	100	100	--	492	503	--	33	25	--	22	23	--	39	40	--	6	12
Female	29	29	38648	97	0	99	446	446	489	33	33	8	33	33	22	33	33	61	0	0	10
Male	36	36	40233	90	0	99	461	461	479	26	26	12	34	34	25	40	40	55	0	0	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	54	54	31940	96	0	99	456	456	465	29	29	16	29	29	32	41	41	49	0	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	63	63	68312	93	0	98	454	454	493	30	30	7	33	33	21	37	37	62	0	0	10
Limited English Proficient Students	21	21	12556	95	0	100	458	458	436	14	14	24	43	43	40	43	43	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	50	50	38662	89	0	96	457	457	468	25	25	16	35	35	32	40	40	49	0	0	3
Non-Economically Disadvantaged	15	15	40315	100	0	100	444	444	498	43	43	5	29	29	15	29	29	66	0	0	14

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	64	64	78750	91	96	99	474	474	500	11	11	6	39	39	29	49	49	63	0	0	2
All Students (Prior Year)	--	--	66 75673	--	100	100	--	484	530	--	33	12	--	22	25	--	44	58	--	0	4
Female	28	28	38586	93	93	99	495	495	515	0	0	4	42	42	22	58	58	71	0	0	3
Male	36	36	40135	90	97	99	458	458	486	20	20	8	37	37	35	43	43	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	53	53	31841	95	95	99	473	473	483	12	12	8	36	36	36	52	52	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	62	62	68196	91	95	98	474	474	513	10	10	3	41	41	25	49	49	69	0	0	3
Limited English Proficient Students	21	21	12504	95	95	100	487	487	451	5	5	12	48	48	44	48	48	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	49	49	38558	88	92	96	483	483	485	6	6	8	38	38	37	55	55	54	0	0	1
Non-Economically Disadvantaged	15	15	40260	100	100	100	443	443	514	29	29	3	43	43	21	29	29	72	0	0	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)

5th 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?	N
	Met Test Objectives?	Y
	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
4	Reading	--	--	19	52	--	--	NA	56	92	26	26	48
	Language	--	--	22	48	--	--	18	52	92	28	28	49
	Mathematics	--	--	24	57	--	--	15	61	94	30	30	53
5	Reading	--	--	22	50	--	--	NA	55	93	32	32	50
	Language	--	--	25	46	--	--	27	49	93	35	35	50
	Mathematics	--	--	23	57	--	--	44	63	93	34	34	49
6	Reading	--	--	27	53	--	--	NA	56	100	35	35	51
	Language	--	--	23	45	--	--	24	48	100	33	33	47
	Mathematics	--	--	31	62	--	--	34	66	99	38	38	52

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

Council Duties

School Administrator(s)	Ü Fun and Fundraising
Non-certified Employee(s)	Ü Leadership Development
Teacher(s)	Ü Programming and Curriculum
Parent(s)	Ü Facility Risk Review
Community Member(s)	Ü Volunteer Development
Student(s)	Ü Long Term Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	7.00
Other Professional Staff	.00	Teacher Aide	2.00

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	1	1	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
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	25%

Resources Available at School Site

Special Facilities

Ü Computer Integrated Classrooms	Ü Animal Husbandry Area
Ü Media Studio	Ü Prepared Outdoor Environment

Extracurricular Activities

Ü Music Symphony	Ü Tackle Football
Ü Advanced Technology and Intern Program	Ü Intramural Programs
Ü Sports Program	Ü Triple AAA Beautification Programs
Ü After School Tutoring Program	Ü Student Court

Social Services

Ü Basic Computer Adult Education	Ü Mexican Consulate Degree Programs
Ü ESL Adult Education	
Ü Extensive Parent volunteer Programs	
Ü Video Programming	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü \$800,000 award of Teacher Open Gateways Mentoring Program which includes: 50 Sun Micro-Systems Computers with Teacher Training on Integrating Technology into the curriculum.
- ü High achievement in students measurement of Academic Progress. An increase of the school label from 'Under Performing' to 'Performing'
- ü Partnership developed with South Mountain Community College to provide additional community computer programs to students and their families.
- ü NFL Partnership developed as one of the 13 NFL Yet's in the nation. Grantee of the Steve Young, Forever Young Foundation to create a forever Young Zone on campus to provide students with advanced technology.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	99	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	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

We believe that promoting values, service, and safe living produces successful, ethical adults. It enables them to make informed decisions and to live according to moral principles. We encourage self-discipline, self-respect, and respect for others. We implement activities that motivate students and staff to grow in the four circles: Physical, Intellectual, Spiritual, and Leadership. We promote the use of acquired leadership and four circle concepts into their daily tasks.

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

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	Becky Ruiz-Clayton	(602) 243-7788
Transportation Policy		
Community Resources	Liliana Hutcheson	(602) 243-7788
School Nutrition Programs	Mana Loera	(602) 243-7788
Parent Organization	Raul Ruiz or Liliana Hutcheson	(602) 243-7788
Student Health/Nurse		

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 100 Copies = \$38.00

** 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.