

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Apache 7160, Sanders, AZ 86512

Sanders 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 LEARNS<sup>1</sup>

#### 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	Out of Improvement
2002-03	Year 2

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

### School Overview

Principal/Administrator : Mr. James L Bingham  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 6-8  
 2005 Enrollment : 351  
 Web Address : www.susd.k12.az.us  
 Phone Number : (928) 688-4770  
 Fax Number : (928) 688-4776  
 E-mail : james.bingham@sandersusd.net

### Mission

The mission of SMS in partnership with parents, is to implement educational programs which will provide the motivation and resources to enhance the potential and talents of all students and which will assist them to become responsible citizens.

### School / Academic Goals

- ü To facilitate maximum learning levels among our students in reading, writing, math and communication skills, according to each student's ability.
- ü To provide an atmosphere in which individuality can survive and differences are an acceptable part of everyone's life.
- ü To provide the instruction necessary for all of our pupils to meet state standards. SMS will make AYP each year and maintain a 'Performing' ranking or higher as a school.
- ü Provide opportunities for our pupils to explore areas such as art and crafts, athletics, newspapers, yearbook, recreational activities, and learning the Navajo language.

### Enrollment

October 1, 2004 School Year Student Enrollment : 314  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 11

Instructional Programs

- ü Accelerated Reader & SRA Corrective Read
- ü Gates/Navajo Language & Culture
- ü Art / Library / Band
- ü PE and Competitive Sports Program
- ü Computer labs / Internet connected
- ü McDougal Littell math & Accelerated Math
- ü Orchard & Odessay tutorial programs
- ü Prentice Hall Science

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

A climate that is safe, free from harassment, physical or verbal abuse, with zero gang tolerance. We will develop a curriculum that stresses respect, positive attitude, integrity, compassion, initiative, perseverance, responsibility and cooperation. We will work to give timely and appropriate communications to the parents and invite them as partners in the education of their children. We will work to make them feel welcome at our school and will be respectful to them.

Parents

Getting the students to school on a regular, timely basis, properly nourished, in good health, and ready to learn. Make students aware of school and bus rules, and district regulations. Ensure the student completes homework and reading assignments. Parents will be supportive of the school programs, with their children and work with the staff to make SMS a productive learning environment. Parents will attend school conferences and be involved in their child's education as volunteers.

Transportation Policy

The school will provide transportation by certified drivers and buses to all of its students in accordance with ARS 15-922. A bus safety program with evacuation drills will be completed. All drivers are subject to random drug testing. Bus drivers will work with the child, parents and school officials to resolve problems that may arise. Children who can not follow safety rules will lose bus riding privileges.

School Honors

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

Award/Honor	Year
ü North Central Association Accreditation	2000
ü Apache County Fair - Art Exhibit - Best in Show	2002
ü SMS Achieved 'AYP'	2003
ü SMS Achieved 'Performing School'	2003

8th 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	115	115	78250	99	100	99	513	513	548	40	40	21	27	27	18	29	29	48	4	4	13
All Students (Prior Year)	104	104	75001	99	99	99	439	439	468	60	60	37	29	29	36	11	11	16	0	0	10
Female	56	56	38071	98	98	99	514	514	549	43	43	20	25	25	19	25	25	49	7	7	12
Male	59	59	40126	100	100	99	512	512	547	38	38	23	28	28	17	32	32	46	2	2	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	114	114	4996	99	100	100	513	513	518	40	40	36	27	27	25	29	29	36	4	4	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	24	24	9329	100	100	100	445	445	454	79	79	64	16	16	18	5	5	16	0	0	2
Students without Disabilities	91	91	68996	98	98	99	531	531	561	31	31	16	29	29	18	35	35	52	5	5	14
Limited English Proficient Students	42	42	10133	100	100	100	491	491	488	52	52	45	30	30	25	16	16	28	2	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	99	99	33388	99	100	94	518	518	530	40	40	32	28	28	22	29	29	40	4	4	5
Non-Economically Disadvantaged	16	16	44937	100	100	100	488	488	561	43	43	13	21	21	15	29	29	54	7	7	18

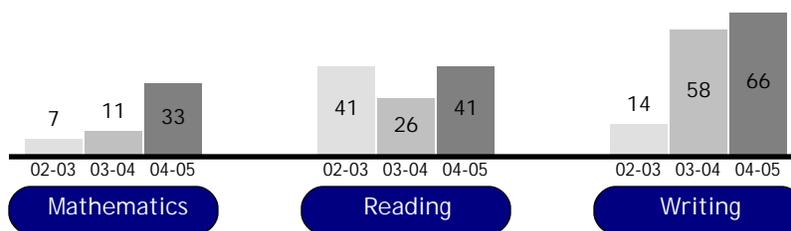
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	114	78302	98	0	99	482	482	512	28	28	11	31	31	25	40	40	57	1	1	7
All Students (Prior Year)	104	104	74918	99	99	99	472	472	497	48	48	32	26	26	19	24	24	35	2	2	15
Female	56	56	38082	98	0	99	488	488	518	30	30	8	25	25	24	45	45	61	0	0	7
Male	58	58	40166	98	0	99	476	476	507	26	26	14	36	36	26	36	36	54	2	2	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	113	113	4993	98	0	100	482	482	484	28	28	19	31	31	38	40	40	42	1	1	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	24	24	9353	100	0	100	419	419	429	74	74	40	21	21	38	5	5	22	0	0	1
Students without Disabilities	90	90	69024	97	0	99	498	498	524	16	16	7	33	33	23	49	49	62	1	1	7
Limited English Proficient Students	42	42	10140	100	0	100	463	463	451	42	42	28	24	24	43	32	32	29	2	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	98	98	33398	98	0	94	485	485	495	26	26	18	31	31	35	41	41	46	1	1	2
Non-Economically Disadvantaged	16	16	44979	100	0	100	460	460	525	36	36	6	29	29	18	36	36	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	115	78094	99	100	99	515	515	545	12	12	3	22	22	18	65	65	77	1	1	2
All Students (Prior Year)	103	103	74503	98	98	99	502	502	491	2	2	9	40	40	32	56	56	51	2	2	8
Female	56	56	38025	98	98	99	521	521	558	14	14	2	14	14	13	73	73	82	0	0	2
Male	59	59	40013	100	100	99	509	509	534	10	10	5	30	30	23	58	58	71	2	2	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	114	114	4981	99	100	100	515	515	526	12	12	4	22	22	25	65	65	70	1	1	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	24	24	9275	100	100	100	373	373	444	47	47	14	53	53	46	0	0	39	0	0	1
Students without Disabilities	91	91	68892	98	98	98	551	551	559	3	3	2	15	15	14	81	81	82	1	1	2
Limited English Proficient Students	42	42	10084	100	100	100	494	494	474	16	16	10	30	30	39	52	52	50	2	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	99	99	33296	99	100	94	515	515	527	14	14	5	23	23	27	63	63	67	1	1	0
Non-Economically Disadvantaged	16	16	44871	100	100	100	512	512	559	0	0	2	21	21	12	79	79	84	0	0	3

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)

8th 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
6	Reading	90	31	31	53	99	31	NA	56	95	33	33	51
	Language	98	22	22	45	100	21	21	48	95	32	32	47
	Mathematics	99	36	36	62	100	37	37	66	95	32	32	52
7	Reading	92	23	23	51	97	22	NA	54	98	35	35	50
	Language	100	25	25	54	97	30	30	58	98	35	35	52
	Mathematics	98	34	34	58	99	35	35	62	98	31	31	50
8	Reading	96	32	32	53	96	38	NA	55	97	40	40	51
	Language	100	28	28	49	100	41	41	52	97	37	37	50
	Mathematics	99	49	49	58	99	47	47	61	98	38	38	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Advise on School Programs, Events, Rules
- Ü Be Involved with School Programs
- Ü Encourage Involvement of Other Parents
- Ü Promote School Agenda with Outside Group
- Ü Advise on Safety Issues
- Ü Advise on Discipline Policies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	85
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	30%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

- Ü Ropes Course
- Ü Life Skills & Home Ec Room, Art Room
- Ü Gym and Fields for Physical Activities
- Ü Technology & Computer Skills Lab

Extracurricular Activities

- Ü Football, Wrestling, Basketball, Track
- Ü Cross Country, Softball, Baseball
- Ü Newspaper & Yearbook
- Ü Student Council
- Ü National Jr Honor Society
- Ü Ropes Course
- Ü Band
- Ü Volleyball, Cheerleading

Social Services

- Ü After School & Summer School Programs
- Ü Navajo Counseling Services
- Ü Family & Child Counseling Services
- Ü Drug Abuse Programs
- Ü DES & CPS
- Ü Apache County Juvenile Services
- Ü Navajo Tribal Social Services
- Ü School Breakfast & Lunch Programs

School Achievements/Accomplishments 2004-05

ü SMS has made AYP for the last three years.

ü IWe have been a performing school for three years,

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>	18	12	12	17
Transfers In Rate <sup>6</sup>	49	28	28	37
Stability Rate <sup>7</sup>	81	87	87	82
Promotion Rate <sup>8</sup>	80	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	6	0	1	6
Status Unknown <sup>11</sup>	3	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

Full-time security officers are present in the schools and on school grounds during the day and evening activities. A parent liason helps with parent issues and communications, and are available to transport students and/or parents when needed. An inschool suspension and after school detention program has been implemented to: keep kids in school, provide counseling, and remediate misbehavior concerns.

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) :

18

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	James L. Bingham	(928) 688-4770
Transportation Policy	Daniel Murphy	(928) 688-4250
Community Resources	Nancy Tsosie	(928) 688-4770
School Nutrition Programs	Chris Wysznski	(928) 688-4238
Parent Organization	Delbert James	(928) 688-4710
Student Health/Nurse	Kathy Wilson	(928) 688-3854

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."

ACHIEVEMENT PROFILES

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 300 Copies = \$114.00

\*\* 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.