



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Highway 191 & Navajo Route 7, Box 587, Chinle, AZ 86503

Chinle 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.

### School Overview

Principal/Administrator : Ms. Karina Roessel  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : 4-6  
 2005 Enrollment : 594  
 Web Address : www.chinleusd.k12.az.us  
 Phone Number : (928) 674-9403  
 Fax Number : (928) 674-9397  
 E-mail : karoessel@chinleusd.k12.az.us

### Mission

The mission of CES is to provide a holistic educational process that will empower its students to become responsible members of society. Students will learn to build and maintain relationships while gaining respect for their own and other cultures.

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü At least 20% more CES students will meet the AZ math standards. Currently, 33% of CES students meet or exceed ADE math standards. New district curriculum is helpful as we work toward this goal.
- ü At least 20% more CES students will meet the AZ reading standards. 43% of CES students meet or exceed ADE reading standards. Our staff makes excellent use of textbooks and authentic literature with links to social studies, science and math.
- ü Continue to improve writing skills. 78% of CES student body meets or exceeds AZ standards. Portfolios and writing samples are used along with creative, artistic, successful methods of teaching writing, such as Project Success Enrichment.
- ü Fully implement the new AZ science standards. Even though textbooks don't match the newly articulated standards, teachers are using the internet, FOSS kits, building resource materials and personnel to develop science lessons and curriculum.

### Enrollment

October 1, 2004 School Year Student Enrollment : 651  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 110

Instructional Programs

- ü Portfolio Assessment/Computer Assessment
- ü Computer Literacy/Lightspan/Compass
- ü Culturally Relevant Instruction, Content
- ü Cooperative/Thematic Instruction
- ü 21st Century Extended Learning
- ü Save the Children Model School Literacy
- ü Accelerated Reader
- ü Multiple Intelligences/Learning Styles

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Inform and educate parents about AZ Academic Standards. Integrate traditional knowledge into school curriculum and instructional approaches. Utilize parental knowledge for curriculum and instructional approaches. Offer classes/seminars to parents for their education and academic growth. Encourage parents to become partners in education by involving them in all aspects of their child's education.

Parents

Be an active partner in their child's education. Send students to school every day, ready to learn. Provide a home atmosphere that supports and encourages learning. Teach their children proper behavior and how to take responsibility for their actions. Communicate with school staff about their children's academic progress.

Transportation Policy

CUSD transports students who reside outside the school district boundaries if we are under capacity. All other students within the district boundaries may ride buses to school if they abide by the district's bus safety rules.

School Honors

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

Award/Honor	Year
ü LightSpan Model School	2001
ü Profiled in WHAT WORKS IN THE ELEMENTARY SCHOOL (book)	2002
ü Profiled in 'School Arts' (Magazine-Feb.)	2003
ü State Recognized and Model School Improvement Plan	2003

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	204	306	78906	97	96	99	461	463	498	26	27	13	35	34	19	35	36	48	4	4	20
All Students (Prior Year)	208	313	76019	97	98	100	443	444	499	41	38	14	53	57	39	3	3	14	3	2	33
Female	100	154	38644	98	99	99	459	463	500	22	23	12	33	30	19	40	43	49	4	4	19
Male	104	152	40236	96	93	99	463	463	497	30	30	15	37	37	19	30	28	46	3	4	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	198	298	4593	97	96	100	459	462	467	27	27	26	35	34	29	35	35	39	3	4	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	38	48	10664	100	96	100	401	408	430	73	67	42	22	26	27	5	7	26	0	0	5
Students without Disabilities	166	258	68310	96	96	98	475	473	509	15	19	9	38	35	18	42	41	51	5	5	22
Limited English Proficient Students	60	114	12573	94	100	100	424	441	454	58	47	27	28	32	30	12	17	38	2	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	182	262	38679	96	95	96	465	465	483	26	26	20	36	35	25	35	35	45	3	4	10
Non-Economically Disadvantaged	22	44	40295	100	100	100	389	441	513	27	27	7	27	19	13	36	46	50	9	8	30

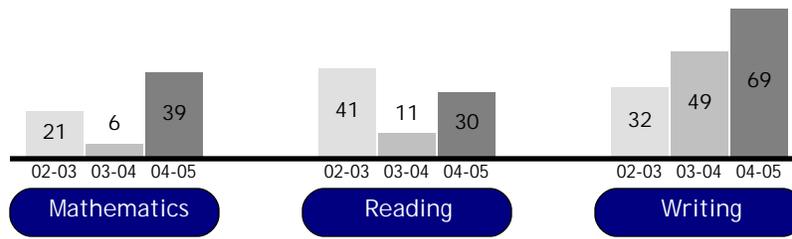
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	204	308	78908	97	0	99	450	450	484	18	19	10	52	50	23	28	30	58	2	1	9
All Students (Prior Year)	208	313	76020	97	98	100	484	482	503	60	65	25	28	24	23	9	9	40	2	2	12
Female	100	154	38648	98	0	99	452	453	489	13	14	8	51	49	22	34	35	61	2	1	10
Male	104	154	40233	96	0	99	449	447	479	23	25	12	53	50	25	23	24	55	2	1	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	198	300	4569	97	0	100	448	448	457	18	20	18	52	50	39	28	29	41	2	1	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	38	50	10665	100	0	100	395	405	423	49	40	30	46	53	36	5	6	31	0	0	2
Students without Disabilities	166	258	68312	96	0	98	463	459	493	10	15	7	53	49	21	34	34	62	3	2	10
Limited English Proficient Students	60	116	12556	94	0	100	412	426	436	42	35	24	51	51	40	5	13	35	2	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	182	264	38662	96	0	96	454	452	468	19	21	16	52	50	32	27	28	49	2	2	3
Non-Economically Disadvantaged	22	44	40315	100	0	100	380	429	498	0	4	5	45	46	15	55	50	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	204	308	78750	97	97	99	500	499	500	5	5	6	27	30	29	68	65	63	1	1	2
All Students (Prior Year)	206	310	75673	96	97	100	499	468	530	18	27	12	32	35	25	48	37	58	1	1	4
Female	100	154	38586	98	99	99	506	507	515	4	4	4	15	19	22	81	77	71	0	0	3
Male	104	154	40135	96	94	99	493	492	486	5	6	8	38	40	35	56	53	56	1	1	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	198	300	4586	97	96	100	498	498	481	5	5	8	27	30	37	68	65	54	0	0	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	38	50	10622	100	100	100	413	423	415	22	19	21	49	53	50	30	28	28	0	0	1
Students without Disabilities	166	258	68196	96	96	98	520	515	513	1	2	3	21	25	25	77	73	69	1	1	3
Limited English Proficient Students	60	116	12504	94	100	100	443	466	451	14	10	12	49	45	44	37	44	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	182	264	38558	96	96	96	505	503	485	5	5	8	26	29	37	69	65	54	1	1	1
Non-Economically Disadvantaged	22	44	40260	100	100	100	415	466	514	0	4	3	45	31	21	55	65	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?	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
4	Reading	93	22	22	52	95	26	NA	56	96	35	35	48
	Language	97	23	23	48	96	33	31	52	96	33	32	49
	Mathematics	98	26	25	57	95	35	31	61	96	35	36	53
5	Reading	89	20	19	50	96	20	NA	55	96	33	31	50
	Language	97	22	21	46	99	23	20	49	96	35	34	50
	Mathematics	99	25	26	57	99	26	26	63	96	32	32	49
6	Reading	94	26	25	53	98	26	NA	56	96	34	33	51
	Language	100	21	21	45	99	21	20	48	96	32	31	47
	Mathematics	98	33	33	62	97	34	35	66	96	30	31	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/](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)
- 8 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Management/Logistics Issues
- Ü Extracurricular Activities
- Ü School Improvement plan/ implementation
- Ü School Safety Issues
- Ü Instructional Strategies and Resources
- Ü Transition to K-6 School

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	5.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	6	3	0	0
7 to 9 years	4	2	0	0
10 or more years	12	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 30-station Computer Lab
- Ü 5 Networked Computers per Classroom
- Ü Library
- Ü Teacher Resource Room

Extracurricular Activities

- Ü Intramural Sports w/Volunteer Coaches
- Ü Academic Enrichment Programs
- Ü After School Tutoring and Study Halls
- Ü In-School Tutoring
- Ü Computer Literacy Classes for Parents
- Ü Reading Program for Targeted Students
- Ü Game Nights for Parents and Students
- Ü Star Parties to Observe Night Skies

Social Services

- Ü Breakfast/Lunch Programs
- Ü Tribal Clothing Distribution
- Ü Designated Emergency Community Shelter
- Ü Save the Children Program
- Ü Home Visits by Teachers/Administrator
- Ü School Social Worker
- Ü Security Officer to Educate Students
- Ü Provide Counseling to Students/Parents

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Through the use of our 'Arizona School Improvement' plan and Arizona 301 plan, we have shown growth in every area of the AZ state testing for the past eight years. CES also has a state recognized school improvement plan.
  
- ü Since every student deserves excellent teaching, every teacher at CES has been trained in gifted education techniques: Project Success Enrichment. This provides instruction through multiple intelligences for all students.
  
- ü Continued North Central Accreditation without warning.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	22	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	92	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	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

When a student has a discipline problem, the student takes responsibility, the parents are notified and the school works with the parents to help the child. Students are instructed in using the DeBug System and peer mediation to resolve conflicts. A 'Love and Logic' approach to discipline problems is used. Emphasis is put on positive behavior.

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) :

2
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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	Karina Roessel	(928) 674-9503
Transportation Policy	Lafey Tso	(928) 674-9711
Community Resources	Susan Thomas	(928) 674-9473
School Nutrition Programs	Loretta Thomas	(928) 674-9453
Parent Organization	Royetta Towne	(928) 674-9541
Student Health/Nurse	Mary Ann Arnold	(928) 674-9434

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 594 Copies = \$227.00

\*\* 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.