

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3950 E Butler Ave, Flagstaff, AZ 86004

Flagstaff Unified District

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

AZ LEARNS¹

High School Achievement Profile (a)

2004-05	Highly 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. Ute Salisbury
 Schedule : 07:30 AM to 03:30 PM
 Grades : 9-12
 2005 Enrollment : 1019
 Web Address : www.flagstaff.k12.az.us/sinagua
 Phone Number : (928) 527-5500
 Fax Number : (928) 527-5561
 E-mail : usalisbu@apscc.org

Mission

We provide a safe/positive environment where students of diverse backgrounds develop intellectual, emotional, creative & physical capabilities needed to succeed as lifelong learners & to become responsible citizens with personal integrity/initiative.

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 / Academic Goals

- ü Student academic performance will reflect high expectations. AIMS & Terra Nova scores will continue to be well above state averages. Teachers will incorporate curriculum mapping, state standards, & rigor & relevance in their planning & instruction.
- ü The students will have the knowledge and skills necessary to pursue post-graduation pathways. We will continue to have high graduation rates and low dropout rates. Graduation rates for minority students will improve.
- ü Reading improvement through an increase in the amount and quality of daily reading time. Math improvement through the Aim for Success program.
- ü Increase student involvement in extra curricular activities. The school climate and performance will improve through community partnerships, relationships, the Freshmen Pride Program, and professional learning communities.

Enrollment

October 1, 2004 School Year Student Enrollment : 1053
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 95

Instructional Programs

- ü College Prep/Adv Placement/Honors
- ü School-to-Work/Tech Prep/Voc/Dual Enroll
- ü Sp Ed Inclusion/AIMS Remediation Classes
- ü Integration of Tech/PLATO After-School
- ü Teen Sensory Communication Program
- ü Peer Counsel/Prevention/Freshmen Pride
- ü Army Jr ROTC
- ü Community Partnerships/Concurrent Enroll

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

We provide a safe, caring, informative educational environment. Students receive handbooks/planners which are checked to ensure student success. Newsletters are mailed home quarterly. SHS has a comprehensive counseling/informational website. Phone caller system is used to be kept informed about student attendance. Teachers e-mail parents regarding student progress. Parents receive regular report cards and progress reports. We encourage parental visits to the school.

Parents

Parents are asked to get involved by supporting academic efforts such as homework, study requirements, good attendance and behavior. SHS has a very active PTO, Site Council and numerous volunteer and booster clubs which support extracurricular activities. Parents attend 8th grade parent night, 9th grade orientation, open house and many extra-curricular events. Parents receive parent handbooks and support our policies.

Transportation Policy

Students come from distances of approx. 55 mi to the E. from Tolani Lake/Bird Springs, 68 mi to the S.E. from Mormon Lake, 30 mi to the S. of Munds Park. Approx 30% of students ride the bus. Extracurricular activity buses are provided after school.

School Honors

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

Award/Honor	Year
ü 40% Grads Enrolled in 4-year Colleges/Universities	2005
ü 1 National Merit Finalist	2005
ü 37% Grads Enrolled in 2-year Institutions	2005
ü \$1,820,918 Awarded in Scholarships	2005

10th 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	244	948	69846	98	99	100	707	698	699	9	16	21	13	13	11	61	56	49	17	15	18
All Students (Prior Year)	249	913	65934	98	97	100	498	498	492	33	32	43	25	22	18	28	31	24	14	14	15
Female	114	471	34328	98	99	99	708	706	702	9	14	19	10	12	12	61	57	51	20	17	18
Male	130	477	35509	98	99	100	706	690	696	9	18	23	15	13	11	61	55	48	15	13	18
African American	NC	15	3535	NC	100	100	NC	688	677	NC	25	31	NC	25	15	NC	42	46	NC	8	8
Hispanic	21	148	23363	100	100	100	663	669	680	15	28	32	10	20	16	70	47	45	5	4	7
Asian/Pacific Islander	NC	13	1742	NC	100	99	NC	719	733	NC	9	8	NC	0	7	NC	73	46	NC	18	38
American Indian/Alaskan Native	54	256	4785	93	97	100	691	688	671	18	23	39	11	15	17	62	55	39	9	7	5
White	157	516	36421	99	99	99	718	711	714	5	9	12	14	9	8	59	59	54	22	22	26
Students with Disabilities	23	114	7690	96	99	100	618	590	593	27	47	64	36	24	14	32	29	21	5	1	2
Students without Disabilities	221	834	62220	98	99	99	717	713	712	7	12	16	10	11	11	64	60	53	19	17	20
Limited English Proficient Students	13	62	5834	100	100	100	589	607	612	29	35	46	21	26	20	50	35	31	0	4	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	58	294	21421	91	92	92	700	690	686	17	27	35	19	17	15	58	51	43	6	5	7
Non-Economically Disadvantaged	186	654	48489	100	100	100	709	702	704	7	11	15	11	10	10	62	59	52	21	20	23

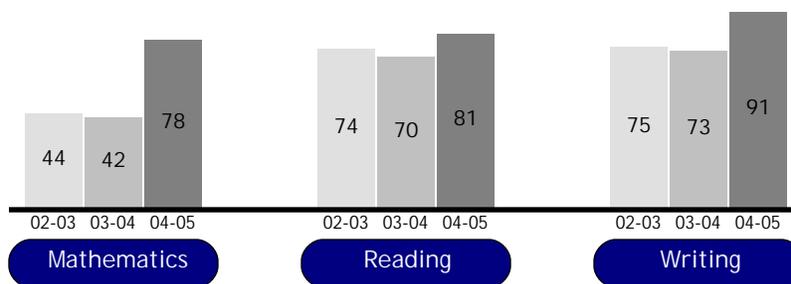
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	253	977	71311	100	100	100	704	695	694	2	5	7	17	20	21	72	67	63	9	9	9
All Students (Prior Year)	257	966	68162	98	99	100	523	517	509	10	12	18	20	22	24	58	57	51	12	9	8
Female	118	480	34899	99	99	100	710	705	700	1	4	5	16	17	19	72	69	66	11	10	10
Male	135	496	36430	100	100	100	700	685	688	3	6	9	17	22	22	73	65	61	8	7	8
African American	NC	14	3573	NC	100	100	NC	694	676	NC	8	9	NC	25	26	NC	67	60	NC	0	4
Hispanic	23	159	24056	100	100	100	652	664	672	5	10	13	29	28	31	67	60	53	0	1	3
Asian/Pacific Islander	NC	13	1731	NC	100	98	NC	719	717	NC	0	3	NC	18	13	NC	73	68	NC	9	16
American Indian/Alaskan Native	61	268	5110	100	98	100	680	674	661	6	7	14	22	32	38	67	59	46	4	2	2
White	158	523	36841	99	100	99	720	713	713	0	3	3	13	11	12	75	72	72	13	14	13
Students with Disabilities	26	127	8021	96	100	100	618	587	590	8	21	27	38	42	42	50	35	29	4	2	1
Students without Disabilities	227	850	63379	100	100	100	715	710	707	1	3	5	14	16	18	75	71	68	10	10	10
Limited English Proficient Students	18	100	6402	100	100	100	584	596	596	21	19	25	47	43	44	32	38	30	0	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	62	300	22243	94	91	93	695	680	677	2	10	14	27	34	32	65	55	51	5	1	3
Non-Economically Disadvantaged	191	677	49157	100	100	100	707	701	702	2	3	4	13	13	16	75	72	69	10	12	11

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	248	974	70868	98	99	100	706	692	688	0	2	5	9	18	23	83	70	63	8	9	9
All Students (Prior Year)	256	961	67629	98	98	100	533	535	524	12	12	22	15	15	16	72	72	59	1	1	3
Female	117	481	34710	98	99	99	716	707	697	0	1	3	3	11	19	86	74	66	11	14	12
Male	131	492	36176	98	100	100	697	679	678	1	4	7	15	25	27	80	67	59	4	5	7
African American	NC	14	3557	NC	100	99	NC	701	675	NC	0	7	NC	25	25	NC	75	62	NC	0	6
Hispanic	23	159	23868	100	100	100	655	666	670	5	7	9	19	29	33	76	58	55	0	6	4
Asian/Pacific Islander	NC	13	1732	NC	100	98	NC	730	713	NC	0	2	NC	9	12	NC	55	64	NC	36	22
American Indian/Alaskan Native	58	264	5001	97	97	100	695	683	661	0	2	9	19	28	41	72	66	48	9	5	2
White	156	524	36710	98	100	99	716	703	702	0	1	2	4	10	15	89	76	69	7	12	13
Students with Disabilities	25	126	7900	93	100	100	617	589	580	4	12	22	39	45	49	52	42	28	4	1	1
Students without Disabilities	223	848	63054	99	99	99	716	707	701	0	1	3	5	14	20	87	74	67	8	11	10
Limited English Proficient Students	17	100	6308	100	100	100	600	598	591	6	11	19	44	42	47	44	45	33	6	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	61	299	21994	92	91	92	702	683	673	0	5	10	17	29	36	78	62	52	6	4	3
Non-Economically Disadvantaged	187	675	48960	100	100	100	708	696	694	1	1	3	6	13	18	85	74	67	8	12	12

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)

10th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	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
9	Reading	97	54	50	41	89	49	NA	42	95	59	56	51
	Language	97	50	48	42	90	47	46	42	95	56	53	50
	Mathematics	97	71	70	60	91	68	70	63	96	56	55	50

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Communication in School Community
- Ü SHS Capital Budget
- Ü School/Student Safety
- Ü New and Emerging Programs
- Ü Needs of Students From Outlying Areas
- Ü Instructional Programs and Scheduling

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	58.90
Other Professional Staff	5.10	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	0	0
4 to 6 years	5	3	0	0
7 to 9 years	5	4	0	0
10 or more years	11	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	188
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Tech Labs/Food Prod Kitchen/Child Care
- Ü Multiple Handicapped Classrooms
- Ü Networked Lib. Research/Learning Center
- Ü Media Studio

Extracurricular Activities

- Ü 4A Athletic Program Includes Soccer/Golf
- Ü Leadership/Jr. ROTC Program
- Ü Student Council/Close-up
- Ü Multi-cultural events
- Ü Band/Jazz
- Ü Dance Team/Chess Club
- Ü Clubs/NHS/Native American
- Ü Photography, Remote Control Cars Club

Social Services

- Ü Peer Couns./Mediation/Crisis Intervent.
- Ü After School PLATO Success Class
- Ü Title I Success Class
- Ü Student Study Teams
- Ü Prevention Pro./All Stars/Health Service
- Ü Character Counts/Project Wisdom
- Ü No AZ Univ./Comm. College Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We received a 'performing' label for AZ Learns in 2005. Terra Nova and AIMS scores are well above state norms. We have an extensive AP Program and an award winning Special Ed inclusionary program.
- ü Competitions & presentations such as, Authors in Schools, Experts in Schools, Artists-in-Residence. Numerous exhibitions & Challenge/Enrichment opportunities. Band/Choir placed well in competition. We are hosting our 3rd Fulbright Exchange Teacher.
- ü 100% of our AP Calculus Students students scored a 3 or higher on their exams. 42% of our students made honor roll. 77% of the class of 2005 is continuing their post-secondary education.
- ü 2005 grad rate was 88.57%. Graduating classes typically receive over \$1,000,000 in scholarships.
 Class 2004 \$1,000,375
 Class 2005 \$1,820,918
 The PLATO After-School Success Pro has assisted many students lacking credits necessary for graduation.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	93	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

SHS works w/FPD & FFD to initiate fire/lock-down drills and a Crisis Management Plan. Students are informed of rules/safety issues. Admin./custodial/maintenance work closely to correct safety hazards. A peer counseling program is utilized, as well as student study teams. The school learning environment is enhanced through the utilization of the Responsible Thinking Classroom by teachers and students. Teachers are part of the professional learning community.

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) :

77

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	Susan Fisher	(928) 527-5500
Transportation Policy	Dan McCoy	(928) 773-4171
Community Resources	Preston Johnson	(928) 527-5505
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Susan Martin	(928) 526-5852
Student Health/Nurse	Santa Hughes	(928) 527-5502

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 1019 Copies = \$389.00

** 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.