

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

East Fir Street on Main Street, Tuba City, AZ 86045

Tuba City 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 : Mrs. Harriett Sloan-Carter  
 Schedule : 07:30 AM to 05:00 PM  
 Grades : 4-6  
 2005 Enrollment : 351  
 Web Address : tcusd.org  
 Phone Number : (928) 283-1041  
 Fax Number : (928) 283-1092  
 E-mail : hsloan@tcusd.org

### Mission

Our mission is to provide students with educational experiences that develop character, imagination, cultural knowledge and skills for lifelong learning.

### 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	SI Year 1
2003-04	Year 1
2002-03	N/A

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

### School / Academic Goals

- ü Math/science: students will meet AZ Standards through the use of exploratory and problem solving activities. Math and science skills are delivered with the Everyday Mathematics and FOSS Science curriculum.
- ü Reading: students will meet AZ Stand.in reading by a solid basis in phonic fundamentals, literat. exploration, and reading compreh. skills. The reading curriculum will be delivered with CRISS/Pegasus, Junior Great Books curriculum & Making Meaning.
- ü Writing: students will meet AZ Standards in writing through the use of Six Trait writing rubrics. Cross curriculum areas and culture experiences will provide opportunities for writing.
- ü Technology: students will meet the technology skill requirements of the 21st Century by technological integration with academic areas of study including experiences in word processing and data charting.

### Enrollment

October 1, 2004 School Year Student Enrollment : 356  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 130

Instructional Programs

- Ü Voyager Passport/Tutoring Reading Prgm.
- Ü English as a Second Language
- Ü Navajo and Hopi Language/Culture
- Ü On-site Special Education
- Ü Junior Grade Books (4th,5th & 6th)
- Ü Everyday Mathematics
- Ü CRISS/Reading Strategies

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/3/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

The school's responsibilities are to ensure to parents that their children will have the opportunity to obtain a high-quality education provided by highly-qualified staff, enabling them to reach proficiency on state academic standards and tests.

Parents

Parent responsibilities are to encourage student attendance; support academics through their active participation; support the discipline policy; nurture children and provide emotional support; provide basic needs.

Transportation Policy

Transportation of students is a privilege extended to students in the District, and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective individual education programs.

School Honors

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

Award/Honor	Year
Ü Fifth Grade Spelling Bee Honors	2003
Ü Navajo Nation Spelling Champion	2002
Ü Embry Riddle Science Fair Honors	2005
Ü Coconino County Poetry Winners	2005

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	126	142	78906	99	99	99	466	469	498	25	23	13	30	31	19	41	41	48	4	5	20
All Students (Prior Year)	147	167	76019	98	98	100	471	470	499	19	21	14	56	57	39	12	10	14	13	12	33
Female	64	71	38644	100	100	99	468	470	500	26	24	12	28	29	19	40	43	49	5	5	19
Male	62	71	40236	98	99	99	464	468	497	24	22	15	32	32	19	41	40	46	3	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	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	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	118	134	4593	99	99	100	463	466	467	25	23	26	32	32	29	40	41	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	32	35	10664	97	97	100	412	415	430	63	60	42	34	37	27	3	3	26	0	0	5
Students without Disabilities	94	107	68310	100	100	98	486	488	509	11	9	9	29	28	18	55	55	51	6	7	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	103	116	38679	98	98	96	469	472	483	25	23	20	35	35	25	38	39	45	2	4	10
Non-Economically Disadvantaged	23	26	40295	100	100	100	449	454	513	26	23	7	5	9	13	53	55	50	16	14	30

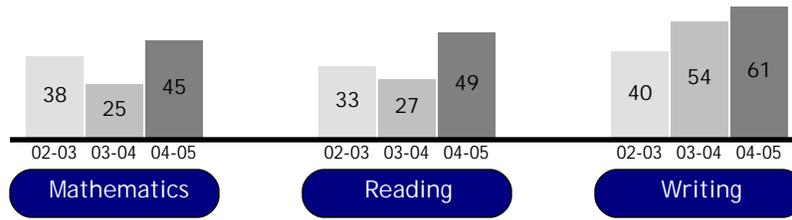
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	142	78908	99	0	99	460	462	484	6	5	10	46	46	23	47	47	58	2	2	9
All Students (Prior Year)	149	169	76020	99	99	100	490	490	503	43	45	25	30	28	23	25	25	40	2	2	12
Female	64	71	38648	100	0	99	463	465	489	4	3	8	44	43	22	51	52	61	2	2	10
Male	62	71	40233	98	0	99	457	459	479	8	7	12	47	49	25	42	43	55	2	1	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	NC	NC	31940	NC	NC	98	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	99	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	118	134	4569	99	0	100	457	459	457	6	6	18	47	47	39	45	46	41	1	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	32	35	10665	97	0	100	415	418	423	16	14	30	69	71	36	16	14	31	0	0	2
Students without Disabilities	94	107	68312	100	0	98	477	478	493	2	2	7	37	36	21	58	59	62	2	2	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	103	116	38662	98	0	96	462	463	468	7	6	16	49	50	32	43	44	49	0	0	3
Non-Economically Disadvantaged	23	26	40315	100	0	100	450	454	498	0	0	5	26	27	15	63	64	66	11	9	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	126	142	78750	99	99	99	489	491	500	6	5	6	33	34	29	60	60	63	1	1	2
All Students (Prior Year)	147	167	75673	98	98	100	496	499	530	6	6	12	40	38	25	54	56	58	0	0	4
Female	64	71	38586	100	100	99	503	504	515	5	5	4	21	22	22	72	71	71	2	2	3
Male	62	71	40135	98	99	99	475	478	486	7	6	8	44	44	35	49	50	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	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	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	118	134	4586	99	99	100	486	488	481	6	6	8	34	34	37	60	60	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	32	35	10622	97	97	100	407	413	415	19	17	21	72	71	50	9	11	28	0	0	1
Students without Disabilities	94	107	68196	100	100	98	520	519	513	1	1	3	18	20	25	80	78	69	1	1	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	103	116	38558	98	98	96	490	491	485	6	6	8	35	37	37	59	58	54	0	0	1
Non-Economically Disadvantaged	23	26	40260	100	100	100	481	488	514	5	5	3	21	18	21	68	73	72	5	5	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	90	27	29	52	91	42	NA	56	98	36	36	48
	Language	100	28	29	48	99	42	39	52	98	35	36	49
	Mathematics	100	29	30	57	98	50	50	61	98	39	38	53
5	Reading	94	34	31	50	99	30	NA	55	98	43	43	50
	Language	100	36	34	46	100	30	28	49	98	38	39	50
	Mathematics	100	41	39	57	100	45	44	63	98	38	38	49
6	Reading	--	--	32	53	--	--	NA	56	--	--	38	51
	Language	--	--	22	45	--	--	27	48	--	--	31	47
	Mathematics	--	--	33	62	--	--	43	66	--	--	35	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Afterschool Student Programs
- Ü Promoting Parental Involvement
- Ü School Safety Issues
- Ü Review Stud. Discipl. Proced./Stud. Hdbk.
- Ü Representation on School Committees

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.50
Other Professional Staff	3.80	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs for Writing and Technology
- Ü On-Campus Lanugage/Culture Classes
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü Athletic Sports offered to 6th Grade
- Ü Intramurals
- Ü After School Tutoring
- Ü Recreational Structured Sports
- Ü Yearbook Club
- Ü Instrumental/Strings Classes

Social Services

- Ü Indian Health Services
- Ü Counseling Services/Parenting Classes
- Ü Gang & Drug Resistance Education
- Ü Navajo Tribal Clothing Program
- Ü Special Education Referral Services
- Ü After School Programs
- Ü On-Site Dental Srv. & Sealant Programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Odyssey of the Mind school team made of 3rd, 4th, and 5th grade students placed 6th in the regional competition in 2005.
  
- ü Arizona Commission of the Arts Grant brought several performing artists into our school focusing on poetry, music, and drama. Two of our students placed first and third in the 2005 Coconino County Poetry Contest.
  
- ü One fourth grade student received first place and one third grade student placed third at the Northern Arizona Regional Science Fair (Embry Riddle).
  
- ü Astronomy Grant provided special instruction from astronomers at Lowell Observatory and increased the interest greatly with our fourth graders involved. Students were greatly appreciative of the chance to explore beyond the earth and learned a lot.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	35	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	84	96	95	81
Retention Rate <sup>9</sup>	5	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

Our school works with other schools, community and agency, in the implementation of an emergency response program to address potential emergency situations, like fire, evacuation, etc. The school has monthly fire drills and evacuation. Scheduled regular maintenance, repair and cleaning of facilities.

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) :

10
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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	Harriett Sloan-Carter	(928) 283-1085
Transportation Policy	Pearl Puhuyaoma	(928) 283-6001
Community Resources	Charles Dixon	(928) 283-1041
School Nutrition Programs	Helen Hunter	(928) 283-1029
Parent Organization	Margaret Leatherbury	(928) 283-1041
Student Health/Nurse	Lilli Bradley	(928) 283-1041

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 351 Copies = \$134.00

\*\* 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.