



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1600 Mesquite, Globe, AZ 85501

Globe 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 : Mr. Trent Lyon  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-4  
 2005 Enrollment : 780  
 Web Address : www.globeusd.org/index.asp  
 Phone Number : (928) 425-8934  
 Fax Number : (928) 425-8936  
 E-mail : tlyon@globe.k12.az.us

### Mission

Our mission is to serve our community by providing the environment, opportunity, instruction, and partnerships necessary to create success for all of our students.

### 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 / Academic Goals

- ü To improve curriculum to ensure that students are engaged in meaningful instruction and are working to attain proficiency on the Arizona Academic Standards. Teachers have mapped the standards and will use CRTs to assess student proficiency.
- ü To provide a quality curriculum and excellent instruction targeting the areas of reading, writing and mathematics. Emphasis, this year, will continue to focus on helping students meet and exceed state standards for math at each grade level.
- ü To help each student receive the instruction, support, and intervention necessary to meet the rigorous goal of 90 percent of students meeting or exceeding the standards in reading and math.
- ü Increase the amount of exposure to, and practice in using, the English language both verbally and in writing. We will partner with parents and our community to help us in accomplishing this goal.

### Enrollment

October 1, 2004 School Year Student Enrollment : 753  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 148

Instructional Programs

- ü At-risk Preschool
- ü Music and PE
- ü On-site Special and Gifted Education
- ü All-Day Kindergarten
- ü After-School Programs
- ü On-Site Tutoring
- ü Student Council

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Copper Rim is committed to providing a safe and orderly environment that is conducive to learning. We support all efforts to help all students meet high academic standards. We will communicate student progress on a regular basis to our parents. For a list of other school responsibilities, review the school/parent compact.

Parents

Parents should make sure their child is at school on time and is absent from school only when necessary. Parents need to communicate regularly with their child's teacher, contact the teacher when they have questions or concerns, and attend conferences so they can partner with the school in helping their child become successful. Other responsibilities are listed in the school/parent compact.

Transportation Policy

Riding the bus is a privilege contingent on students obeying the established bus safety rules and procedures. Transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü Comprehensive School Reform Grant	2004
ü Several Student Art and Music Awards	2003
ü Wal-Mart Teacher of the Year	2002
ü 21st Century Grant Awardee	2004

3rd 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	148	148	79306	100	100	99	440	440	445	10	10	10	17	17	18	59	59	51	14	14	20
All Students (Prior Year)	133	133	75509	99	99	100	524	524	521	6	6	13	28	28	23	37	37	33	29	29	31
Female	82	82	38691	99	99	99	451	451	446	8	8	10	18	18	18	58	58	52	16	16	20
Male	66	66	40583	100	100	99	425	425	445	13	13	11	16	16	18	60	60	50	11	11	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	56	56	32869	100	100	99	450	450	429	6	6	15	17	17	25	66	66	51	11	11	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	27	27	4264	100	100	100	409	409	419	12	12	19	35	35	30	54	54	45	0	0	6
White	64	64	36197	100	100	99	445	445	463	11	11	5	10	10	11	56	56	53	23	23	31
Students with Disabilities	29	29	10321	100	100	100	383	383	389	31	31	30	21	21	27	45	45	34	3	3	9
Students without Disabilities	120	120	69060	94	94	98	455	455	454	4	4	7	16	16	17	62	62	54	18	18	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	22	22	39415	96	96	96	429	429	431	5	5	15	32	32	25	63	63	50	0	0	10
Non-Economically Disadvantaged	127	127	39966	100	100	100	442	442	459	10	10	6	15	15	12	58	58	52	17	17	30

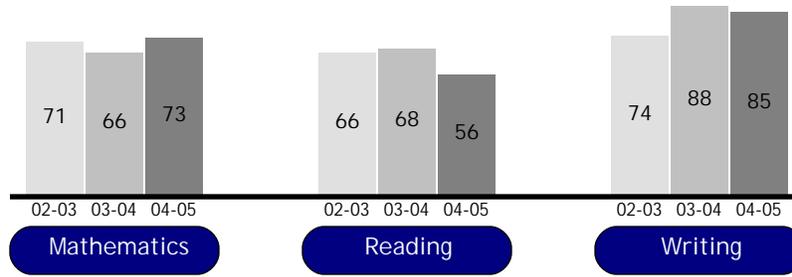
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	146	79395	99	0	99	428	428	446	10	10	9	34	34	25	53	53	55	3	3	11
All Students (Prior Year)	133	133	75492	99	99	100	513	513	519	10	10	12	22	22	16	54	54	47	14	14	24
Female	81	81	38743	98	0	100	440	440	451	8	8	7	28	28	24	60	60	57	4	4	12
Male	65	65	40618	100	0	99	411	411	440	13	13	11	42	42	27	44	44	53	2	2	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	54	54	32915	96	0	99	437	437	426	4	4	15	33	33	35	61	61	47	2	2	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	27	27	4271	100	0	100	392	392	420	23	23	15	46	46	42	31	31	41	0	0	2
White	64	64	36221	100	0	99	436	436	465	8	8	4	31	31	15	56	56	63	5	5	17
Students with Disabilities	29	29	10331	100	0	100	379	379	388	28	28	25	38	38	37	34	34	34	0	0	4
Students without Disabilities	118	118	69139	92	0	99	441	441	454	5	5	7	33	33	24	58	58	58	4	4	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	22	22	39484	96	0	96	423	423	429	11	11	14	47	47	35	42	42	47	0	0	4
Non-Economically Disadvantaged	125	125	39986	100	0	100	429	429	461	10	10	4	32	32	16	55	55	63	3	3	17

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	147	147	78869	100	100	99	462	462	442	1	1	6	14	14	21	70	70	63	15	15	10
All Students (Prior Year)	131	131	75053	98	98	99	625	625	597	3	3	7	8	8	12	77	77	72	11	11	9
Female	83	83	38536	100	100	99	473	473	458	1	1	4	6	6	15	79	79	67	14	14	14
Male	64	64	40302	100	100	99	448	448	428	0	0	8	25	25	26	59	59	60	16	16	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	55	55	32606	98	98	98	475	475	426	0	0	8	13	13	27	71	71	60	15	15	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	27	27	4245	100	100	100	436	436	423	0	0	9	19	19	26	73	73	61	8	8	4
White	64	64	36078	100	100	99	462	462	459	2	2	4	13	13	16	68	68	66	18	18	14
Students with Disabilities	29	29	10246	100	100	100	428	428	367	0	0	18	28	28	39	55	55	40	17	17	4
Students without Disabilities	119	119	68697	93	93	98	471	471	454	1	1	4	11	11	18	74	74	67	14	14	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	23	23	39106	100	100	95	461	461	427	0	0	8	10	10	28	85	85	59	5	5	5
Non-Economically Disadvantaged	125	125	39837	100	100	100	462	462	457	1	1	4	15	15	14	68	68	67	16	16	15

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)

3rd 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?	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
2	Reading	99	50	50	50	96	55	NA	58	99	46	46	47
	Language	98	45	45	43	98	49	49	50	99	54	54	47
	Mathematics	99	69	69	57	98	72	72	64	99	57	57	50
3	Reading	94	41	41	47	100	48	NA	55	99	37	37	44
	Language	93	45	45	54	100	51	51	61	99	41	41	44
	Mathematics	96	53	53	54	100	57	57	61	100	48	48	51
4	Reading	92	57	55	52	98	50	NA	56	99	41	41	48
	Language	94	49	48	48	98	43	43	52	99	39	39	49
	Mathematics	98	59	58	57	99	54	54	61	99	48	48	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)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Discuss Educational Concerns
- Ü Review Curriculum Changes
- Ü Advise Administration on Issues/Concerns
- Ü Part of School Decision-making Structure
- Ü Parent/Educator Relations
- Ü Discuss Facility Needs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	2.70	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü State-of-the-Art Media Center
- Ü Beautifully Landscaped Campus
- Ü Computer Lab
- Ü New Energy-Efficient Roofing System

Extracurricular Activities

- Ü Kool Kids Choir
- Ü Yearbook
- Ü Drama Productions
- Ü After school tutoring
- Ü Before and Afterschool Programs
- Ü Peer Mediation
- Ü Student Council
- Ü Mock Trial

Social Services

- Ü Breakfast and Lunch Programs
- Ü Law Related Education
- Ü PLAY
- Ü Health Services
- Ü Fire and Safety Programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü School staff worked on school improvement goals of incorporating plans found in our Comprehensive School Reform (CSR) grant. Classrooms and teaching practices have been modified to reflect the reading styles approach.
- ü The school set and reached most student achievement goals during 2003-04. Students met and exceeding goals in math and writing.
- ü Curriculum maps, pacing guides, and other curricular material were completed using the new articulated academic standards for SCIENCE.
- ü Provided an academically focused extended school-day program for 3rd and 4th grade students.

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>	10	12	12	17
Transfers In Rate <sup>6</sup>	20	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	92	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	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 instituted the PeaceBuilders program and school-wide we recite our peace-builder pledge twice weekly. This year we will be including this same program as a part of a character education program at our school. The school has developed an emergency response plan and continues to look for ways to improve security and safety on campus through staff/student/parent-initiated safety programs.

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) :

0

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	Trent Lyon	(928) 425-8934
Transportation Policy	Joe Mercer	(928) 425-8955
Community Resources	Marcy Hernandez	(928) 425-8934
School Nutrition Programs	Ida Gurena	(928) 425-8934
Parent Organization	Paula Medina	(928) 425-8955
Student Health/Nurse	Roberta Shellenberger	(928) 425-8934

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

\*\* 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.