

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Mile Post 4, Indian Route 6, San Carlos, AZ 85550

San Carlos 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	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Elberta Louise Monroe  
 Schedule : 07:00 AM to 06:00 PM  
 Grades : 6-8  
 2005 Enrollment : 328  
 Web Address :  
 Phone Number : (928) 475-2262  
 Fax Number : (928) 475-2431  
 E-mail : scjh\_braves@comcast.net

### Mission

San Carlos Junior High provides a safe, disciplined learning environment which meets student needs with a challenging curriculum emphasizing social skills and cultural awareness. We maintain a healthy relationship between staff, students, parents, and the community ensuring our students' future success.

### 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	Restructure(Plan)
2003-04	Restructuring
2002-03	Corrective Action

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

### School / Academic Goals

- ü To improve student achievement by 10% in Math standards.
- ü To improve student achievement by 10% in Reading standards.
- ü All students will improve math skills in problem solving, number concepts and computation.
- ü All students will demonstrate growth in vocabulary, reading fluency and comprehension across the curriculum.

### Enrollment

October 1, 2004 School Year Student Enrollment : 323  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 7

Instructional Programs

- ü Accelerated Reader Program (grades 6-8)
- ü Accelerated Math Program (grades 6-8)
- ü PLATO/edu-Test
- ü After school Tutoring Program
- ü 10th Period Intervention/Enrichment
- ü AIMS Inschool Tutoring Program
- ü On-site Special Education
- ü Alternative Junior High

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

SCJH is responsible for:  
 Monthly calendar  
 Four report cards, Oct., Dec., Mar., and May  
 School newsletters  
 Four parent/teacher conf. the 5th week of 9th grading period  
 Open house  
 Family/Literacy night  
 Conferences with grade level team, e.g student behavior/academic concerns  
 Students placed on behavior/academic contracts

Parents are kept informed of the Sch. Impr./Restructuring plan. We continually do our best to communicate with parents about issues that deal with their child.

Parents

Parents are informed of the expectations from parents, teachers and student to increase student achievement. Parents provide support to ensure that their child is in school everyday, support teacher expectations, involvement in parent meetings and conferences. Support and provide input of student/parent handbook. Encouraged to join site council, support extracurricular activities and understand goals of SCJH. Tribal organization supports parents with funding for student clothing.

Transportation Policy

The San Carlos School District provides transportation to all students attending SCJH. Transportation of students is a privilege and not a requirement, except for transportation of students with disabilities as indicated in their IEPs. Transportation is also used for student trips and sporting events. The transportation dept. first priority is school safety. When student behaviors arise the behaviors are addressed immediately. Student travel from 1 to 25 miles one way to school.

School Honors

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

Award/Honor	Year
ü Regional Girls Basketball Champs	2002
ü Girls Runner-up Basketball	2004
ü Boys Runner-Up for Central Jr. High League	2002
ü Girls Volleyball Champions Central Jr. High League	2002



8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	104	78250	95	94	99	509	509	548	46	46	21	34	34	18	20	20	48	0	0	13
All Students (Prior Year)	105	105	75001	94	94	99	414	414	468	87	87	37	13	13	36	0	0	16	0	0	10
Female	59	59	38071	95	95	99	519	519	549	33	33	20	39	39	19	28	28	49	0	0	12
Male	45	45	40126	94	92	99	498	498	547	62	62	23	29	29	17	10	10	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	104	104	4996	95	94	100	509	509	518	46	46	36	34	34	25	20	20	36	0	0	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	11	11	9329	100	100	100	503	503	454	45	45	64	45	45	18	9	9	16	0	0	2
Students without Disabilities	93	93	68996	94	93	99	510	510	561	46	46	16	33	33	18	21	21	52	0	0	14
Limited English Proficient Students	17	17	10133	100	100	100	507	507	488	50	50	45	31	31	25	19	19	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	99	99	33388	91	90	94	509	509	530	47	47	32	35	35	22	18	18	40	0	0	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

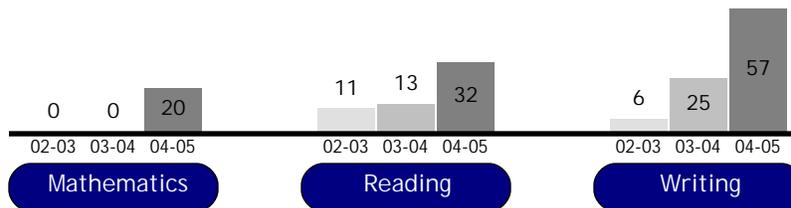
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	104	78302	95	0	99	478	478	512	25	25	11	43	43	25	32	32	57	0	0	7
All Students (Prior Year)	105	105	74918	94	94	99	454	454	497	72	72	32	15	15	19	13	13	35	0	0	15
Female	59	59	38082	95	0	99	486	486	518	15	15	8	48	48	24	37	37	61	0	0	7
Male	45	45	40166	94	0	99	468	468	507	38	38	14	36	36	26	26	26	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	104	104	4993	95	0	100	478	478	484	25	25	19	43	43	38	32	32	42	0	0	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	11	11	9353	100	0	100	463	463	429	36	36	40	45	45	38	18	18	22	0	0	1
Students without Disabilities	93	93	69024	94	0	99	480	480	524	24	24	7	42	42	23	34	34	62	0	0	7
Limited English Proficient Students	17	17	10140	100	0	100	469	469	451	44	44	28	31	31	43	25	25	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	99	99	33398	91	0	94	478	478	495	24	24	18	43	43	35	33	33	46	0	0	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	104	78094	95	94	99	512	512	545	6	6	3	36	36	18	57	57	77	0	0	2
All Students (Prior Year)	103	103	74503	92	92	99	433	433	491	19	19	9	55	55	32	22	22	51	3	3	8
Female	58	58	38025	94	94	99	537	537	558	2	2	2	25	25	13	74	74	82	0	0	2
Male	46	46	40013	96	94	99	482	482	534	12	12	5	51	51	23	37	37	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	104	104	4981	95	94	100	512	512	526	6	6	4	36	36	25	57	57	70	0	0	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	11	11	9275	100	100	100	461	461	444	9	9	14	82	82	46	9	9	39	0	0	1
Students without Disabilities	93	93	68892	94	93	98	519	519	559	6	6	2	31	31	14	64	64	82	0	0	2
Limited English Proficient Students	17	17	10084	100	100	100	502	502	474	0	0	10	56	56	39	44	44	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	99	99	33296	91	90	94	513	513	527	7	7	5	36	36	27	58	58	67	0	0	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



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

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
6	Reading	85	22	22	53	98	21	NA	56	97	25	25	51
	Language	92	14	14	45	100	16	16	48	97	20	20	47
	Mathematics	93	25	25	62	100	23	23	66	96	24	24	52
7	Reading	95	18	18	51	97	21	NA	54	92	29	29	50
	Language	96	20	20	54	95	28	28	58	92	28	28	52
	Mathematics	96	23	23	58	96	27	27	62	92	28	28	50
8	Reading	88	18	17	53	91	19	NA	55	95	35	35	51
	Language	94	11	9	49	87	14	14	52	95	33	33	50
	Mathematics	89	20	19	58	89	20	20	61	95	31	31	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)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School/Business/Community Relations
- Ü School Safety issues/concerns
- Ü Student/parent handbook
- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü Instructional Programs/Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	24.00
Other Professional Staff	3.00	Teacher Aide	7.00

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	1	1	0	0
7 to 9 years	2	3	0	0
10 or more years	10	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	54%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Computer Assessment Lab

Extracurricular Activities

- Ü Apache Club
- Ü Student Council
- Ü Yearbook club
- Ü Academic League
- Ü Basketball
- Ü Football
- Ü Track
- Ü Baseball/Softball

Social Services

- Ü Counseling Services
- Ü Parent Literacy Night
- Ü After school program
- Ü Behavioral Health
- Ü Recommendation to Wellness Center

School Achievements/Accomplishments 2004-05

- ü San Carlos Junior High achieved making AYP for 2004-2005 school year.
  
- ü The implementation of the Academic League to compete against other county schools.
  
- ü Math scores increased from previous year.

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>	25	12	12	17
Transfers In Rate <sup>6</sup>	22	28	28	37
Stability Rate <sup>7</sup>	74	87	87	82
Promotion Rate <sup>8</sup>	27	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	5	0	1	6
Status Unknown <sup>11</sup>	5	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

SCJH has 1 security officer and 1 SRO. In-service of classroom management strategies pertaining to At-Risk student behaviors staff dev. Recommendations of student to attend wellness program within community or school. Implementation of 'Character Counts' program. Zero-tolerance of ANY Gang related activity. Reinforce school procedures and policies in regard to student dress code, behavior, etc. Relocation of alternative students and inschool suspension off SCJH campus.

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) :

999

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	Elberta Monroe	(928) 475-2262
Transportation Policy	Charlie Kenton	(928) 475-2262
Community Resources	Robert Cassa	(928) 475-2330
School Nutrition Programs	Angella Molinar	(928) 475-2315
Parent Organization	Alvena Bush	(928) 475-2315
Student Health/Nurse	Jackie Tutt	(928) 475-2262

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 0 Copies = \$0.00

\*\* 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.