

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

Fairbanks Rd #1, Morenci, AZ 85540

Morenci 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

Elementary 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 : Mr. Philip Martinez
Schedule : 07:15 AM to 04:30 PM
Grades : Pre-K-6
2005 Enrollment : 571
Web Address : N/A
Phone Number : (928) 865-3501
Fax Number : (928) 865-5980
E-mail : pmartinez@morenci.k12.az.us

Mission

Fairbanks Elementary School provides a stimulating learning environment that encourages, motivates, and challenges students to learn. We recognize the unique value of each student. Our mission is to provide our students with the best opportunity to learn, so they develop the skills necessary to succeed in the 'real world.' We emphasize that learning is not confined to four walls of a classroom, and that it does not end with the school years. We value the importance of parental involvement!

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 Students will acquire basic skills in obtaining information, learning independently, using technology, solving problems, thinking critically and communicating effectively.
- ü Students will acquire entry-level job skills, and the knowledge necessary to enable students to further their education.
- ü Students will receive instruction daily in mathematics with an emphasis on number operations, measurement, and applicable skills. Students will utilize problem solving skills and apply mathematics to real-life situations.
- ü Students will be instructed on the six-traits of writing so they may develop the skills necessary to write proficiently.

Enrollment

October 1, 2004 School Year Student Enrollment : 545
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 154

Instructional Programs

- Technology Based Learning
- Gifted Program
- Cross Categorical Special Education
- Pre-School Handicap Program
- Title I Reading/Math Programs
- Accelerated Reader Program
- All Day Kindergarten
- Character Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Fairbanks is committed to the philosophy of a partnership between home, community, and school. Parental commitment and support is invaluable to the learning process of each child. In order for our school to maintain high academic standards and high expectations we must continue to preserve a positive working relationship with our parents and students. It is our responsibility to provide a safe environment in which all students can learn. All students shall have an equal opportunity to learn.

Parents

Parents are encouraged, and required under certain circumstances, to meet and confer with staff members. We care about the success of all students and believe that communication and collaboration are vital components of a child's education. Parents must follow attendance policies as described in the student's handbook.

Transportation Policy

Morenci Schools currently provides transportation to all K-12 students, in relation to the following boundaries: residential sites in Morenci, Loma Linda, Verde Lee, Clifton, York Valley and Sheldon. Questions regarding designated bus stops and transportation of students may be directed to Mr. Phil Martinez at 865-3501, or Mr. Frank Chavez, at 865-2081.

School Honors

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

Award/Honor	Year
• 6th Grade-Mathlete's Division Champions	2005
• Presidential Student Awards	2005
• Best of Fair Art Awards - Greenlee County	2005
• Greenlee County Teacher Of The Year (5 in last 7 years)	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	83	83	78906	100	100	99	511	511	498	5	5	13	15	15	19	58	58	48	22	22	20
All Students (Prior Year)	70	70	76019	100	100	100	518	518	499	2	2	14	35	35	39	17	17	14	46	46	33
Female	39	39	38644	98	98	99	529	529	500	0	0	12	11	11	19	61	61	49	28	28	19
Male	44	44	40236	100	100	99	496	496	497	9	9	15	19	19	19	56	56	46	16	16	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	54	54	31938	100	100	99	506	506	481	2	2	19	17	17	25	62	62	46	19	19	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	25	25	36483	100	100	99	519	519	517	13	13	7	13	13	13	43	43	51	30	30	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	75	75	68310	99	99	98	523	523	509	3	3	9	11	11	18	62	62	51	24	24	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	27	27	38679	96	96	96	510	510	483	0	0	20	19	19	25	67	67	45	15	15	10
Non-Economically Disadvantaged	56	56	40295	100	100	100	512	512	513	8	8	7	13	13	13	54	54	50	25	25	30

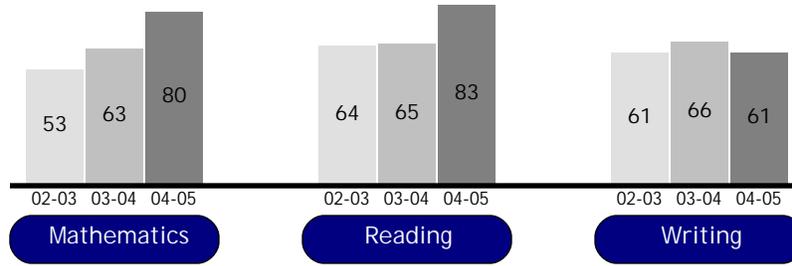
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	83	78908	100	0	99	500	500	484	3	3	10	14	14	23	68	68	58	15	15	9
All Students (Prior Year)	70	70	76020	100	100	100	514	514	503	13	13	25	22	22	23	48	48	40	17	17	12
Female	39	39	38648	98	0	99	519	519	489	0	0	8	8	8	22	69	69	61	22	22	10
Male	44	44	40233	100	0	99	483	483	479	5	5	12	19	19	25	67	67	55	9	9	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	54	54	31940	100	0	99	491	491	465	2	2	16	11	11	32	75	75	49	11	11	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	25	25	36502	100	0	99	517	517	502	4	4	4	22	22	14	48	48	67	26	26	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	75	75	68312	99	0	98	511	511	493	1	1	7	11	11	21	70	70	62	17	17	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	27	27	38662	96	0	96	495	495	468	0	0	16	22	22	32	74	74	49	4	4	3
Non-Economically Disadvantaged	56	56	40315	100	0	100	502	502	498	4	4	5	10	10	15	65	65	66	21	21	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	83	83	78750	100	100	99	499	499	500	4	4	6	35	35	29	57	57	63	4	4	2
All Students (Prior Year)	68	68	75673	100	100	100	542	542	530	8	8	12	26	26	25	61	61	58	5	5	4
Female	39	39	38586	98	98	99	534	534	515	0	0	4	22	22	22	72	72	71	6	6	3
Male	44	44	40135	100	100	99	469	469	486	7	7	8	47	47	35	44	44	56	2	2	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	54	54	31841	100	100	99	492	492	483	4	4	8	34	34	36	60	60	55	2	2	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	25	25	36440	100	100	99	510	510	516	4	4	3	39	39	22	48	48	71	9	9	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	75	75	68196	99	99	98	507	507	513	4	4	3	32	32	25	59	59	69	4	4	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	27	27	38558	96	96	96	493	493	485	7	7	8	37	37	37	56	56	54	0	0	1
Non-Economically Disadvantaged	56	56	40260	100	100	100	501	501	514	2	2	3	35	35	21	58	58	72	6	6	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
2	Reading	98	61	61	50	100	60	NA	58	98	63	63	47
	Language	100	53	53	43	100	55	55	50	98	68	68	47
	Mathematics	100	67	67	57	100	71	71	64	98	67	67	50
4	Reading	97	66	66	52	100	64	NA	56	95	63	63	48
	Language	95	60	60	48	100	60	60	52	95	62	62	49
	Mathematics	98	71	71	57	100	75	75	61	95	67	67	53
5	Reading	100	61	61	50	100	59	NA	55	99	59	59	50
	Language	100	63	63	46	100	58	58	49	99	54	54	50
	Mathematics	100	74	74	57	100	75	75	63	99	53	53	49
6	Reading	99	60	60	53	100	62	NA	56	98	60	60	51
	Language	97	54	54	45	100	61	61	48	98	54	54	47
	Mathematics	97	76	76	62	100	79	79	66	98	66	66	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/

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 Curriculum and Science Fair
- Ü Share in District Decision Making
- Ü School/Home Communication
- Ü Food Drive/Fundraising Activities
- Ü Volunteer Assistance Program
- Ü Extracurricular Activities/Field Trips

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.80	Teacher	35.00
Other Professional Staff	7.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	4	2	0	0
10 or more years	6	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü K-6 Computer Lab - 32 Stations
- Ü Developmental Pre-school
- Ü Library
- Ü K-6 Gymnasium

Extracurricular Activities

- Ü 6th Grade Mathletes
- Ü Instrumental Music/Concerts
- Ü Vocal Music Programs
- Ü Drama Programs
- Ü Checker/Chess Club
- Ü Basketball Clinics
- Ü Wrestling Clinics
- Ü Cheerleader Clinics

Social Services

- Ü On-site Lunch Program
- Ü Annual Christmas Food Drive
- Ü Counseling Services
- Ü DES/CPS Services
- Ü Adult Education Classes
- Ü Health Services
- Ü Pre-School
- Ü Fund Raising Activities For Charities

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Each year students are recognized for their outstanding achievements in the classroom at our annual awards assembly. Certificates and medals are awarded to students for: perfect attendance, citizenship, most improved, and outstanding academics.
- ü Discipline problems in our school continue to decline, as evidenced by less students being referred to our On Campus Suspension Program, and a limited number of students suspended from school. We provide a safe learning environment for our students.
- ü A team of sixth grade students competed in the National Mathletes Competition, and our school placed first in its division. One student placed in the top 10 percent nationally.
- ü Our school continues to do well in our annual County Spelling Bee Competition. Three of the four finalists were from Fairbanks School. Preliminary school spelling bees included a high percentage of student participation.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	16	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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

The staff at Fairbanks School, with assistance from local law enforcement, have developed and implemented a safe and effective Crisis Management Program. Our school is committed to a zero-tolerance policy concerning gang activity, weapons, and drugs. Our fifth grade students participate in a 'Safe Life' program that teaches students how to be safe. The students learn about electricity, fire, bicycle safety and more. Sixth grade students participate in a drug awareness program.

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) :

1

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	Phil Martinez	(928) 865-3501
Transportation Policy	Phil Martinez	(928) 865-3501
Community Resources	Phil Martinez	(928) 865-3501
School Nutrition Programs	Diana Sumpter	(928) 865-5125
Parent Organization	N/A	
Student Health/Nurse	Laurie Solberg	(928) 865-3981

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.

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** 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.