

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6720 East Continental, Scottsdale, AZ 85257

Scottsdale 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.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 Overview

Principal/Administrator : Mr. Dan Cooper  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 7-8  
 2005 Enrollment : 632  
 Web Address : www.susd.org/supai  
 Phone Number : (480) 484-5800  
 Fax Number : (480) 484-5801  
 E-mail : dcooper@susd.org

### Mission

Supai offers a safe, adolescent-friendly environment that meets the needs of our students through proven instructional strategies including: differentiated instruction, cooperative learning, and brain-based instructional strategies. Reading and Language Arts are blocked into our innovative HuLa (Humanities and Language arts) curriculum. Math students learn using the latest technology: Science labs are state of the art. Student activities strengthen character, self-esteem and resiliency.

### School / Academic Goals

- ü To increase individual student academic achievement and personal growth by offering a deep, rich, integrated curriculum and employing proven, effective instructional practices.
- ü To provide a positive, respectful and safe learning environment that focuses on the whole child and takes into account the special needs of young adolescents.
- ü To provide students with high quality instruction on the use of and application of modern technology and to provide teachers with the best instructional tools and training to help increase student achievement.
- ü Teachers will be provided with effective training to implement instructional practices and strategies that are proven to increase student achievement.

### Enrollment

October 1, 2004 School Year Student Enrollment : 685  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- ü Academic Core Curriculum
- ü Exploratory and Elective Courses
- ü Leadership Opportunities
- ü English Immersion Studies
- ü Gifted Classes
- ü On-site Special Education
- ü Tutoring and Enrichment
- ü Academic Electives

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Create a partnership with parents to provide a stimulating and challenging academic program; to provide a climate conducive to learning; to communicate and encourage full participation at school; to ensure the safety of students; and to maintain a highly qualified professional staff.

Parents

Provide a supportive home environment conducive to learning, motivate their children, serve as role models, and participate in school activities. Help their children to understand and abide by the district's Uniform Code of Student Conduct and the school's rules. Set high expectations for teaching and learning.

Transportation Policy

Transportation is provided for students who live more than one mile from school. Service is also provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration.

School Honors

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

Award/Honor	Year
ü Teacher of the Year - Mayor's Committee on Disabilities	2001
ü District Spelling Bee Champions (English and Spanish)	2001
ü Future Cities Club won Best Program Award	2003
ü Charros Teacher of the Year Award	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	326	2263	78250	100	100	99	524	577	548	30	11	21	25	11	18	41	54	48	4	24	13
All Students (Prior Year)	336	2214	75001	99	99	99	448	486	468	50	23	37	37	37	36	10	23	16	3	17	10
Female	171	1134	38071	99	100	99	533	579	549	28	9	20	22	11	19	44	56	49	6	24	12
Male	155	1129	40126	100	100	99	513	575	547	33	13	23	28	10	17	37	53	46	3	24	14
African American	19	60	4058	100	95	99	517	522	523	50	36	32	19	22	22	31	36	41	0	6	5
Hispanic	118	275	29129	100	100	99	517	534	527	37	31	32	31	21	23	32	40	40	0	7	6
Asian/Pacific Islander	NC	69	1747	NC	100	100	NC	599	589	NC	11	9	NC	2	9	NC	52	50	NC	36	32
American Indian/Alaskan Native	15	26	4996	94	93	100	518	533	518	43	41	36	36	23	25	14	23	36	7	14	4
White	169	1833	38320	99	100	99	530	584	568	21	7	12	21	9	14	50	57	55	8	26	19
Students with Disabilities	34	182	9329	100	100	100	400	474	454	81	57	64	13	17	18	6	24	16	0	2	2
Students without Disabilities	292	2082	68996	99	100	99	538	586	561	25	7	16	26	10	18	45	57	52	5	26	14
Limited English Proficient Students	57	129	10133	100	100	100	472	491	488	49	42	45	32	22	25	18	34	28	0	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	171	345	33388	95	93	94	519	532	530	40	32	32	27	22	22	31	40	40	2	6	5
Non-Economically Disadvantaged	155	1919	44937	100	100	100	529	584	561	20	8	13	22	9	15	50	56	54	7	27	18

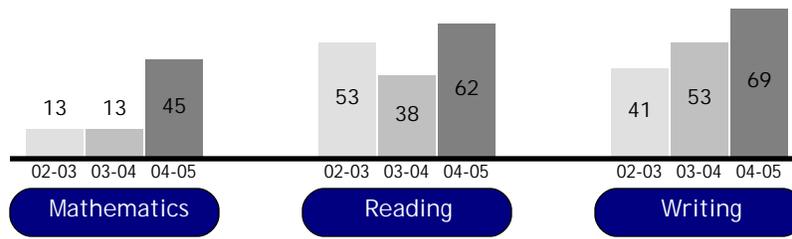
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	326	2268	78302	100	0	99	505	543	512	11	5	11	26	12	25	58	69	57	4	14	7
All Students (Prior Year)	336	2212	74918	99	99	99	485	519	497	42	17	32	20	13	19	28	43	35	10	27	15
Female	171	1134	38082	99	0	99	517	549	518	7	3	8	24	10	24	63	71	61	6	16	7
Male	155	1133	40166	100	0	99	491	536	507	16	6	14	29	14	26	53	67	54	2	13	6
African American	19	60	4064	100	0	100	521	508	498	0	8	14	44	28	29	50	56	54	6	8	3
Hispanic	118	275	29152	100	0	99	496	502	492	21	18	17	28	29	34	50	47	46	1	5	2
Asian/Pacific Islander	NC	69	1746	NC	0	100	NC	562	542	NC	5	5	NC	9	13	NC	63	66	NC	23	16
American Indian/Alaskan Native	15	26	4993	94	0	100	505	512	484	14	14	19	36	32	38	50	55	42	0	0	1
White	169	1838	38347	99	0	99	510	549	531	5	3	5	22	9	17	66	73	68	6	15	10
Students with Disabilities	34	183	9353	100	0	100	380	448	429	45	33	40	42	34	38	13	30	22	0	2	1
Students without Disabilities	292	2086	69024	99	0	99	520	551	524	7	2	7	25	10	23	64	72	62	5	15	7
Limited English Proficient Students	57	129	10140	100	0	100	450	456	451	34	30	28	29	34	43	38	34	29	0	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	171	346	33398	95	0	94	501	506	495	18	16	18	33	29	35	48	52	46	1	3	2
Non-Economically Disadvantaged	155	1923	44979	100	0	100	510	549	525	4	3	6	20	9	18	69	72	66	7	16	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	325	2258	78094	100	100	99	534	575	545	3	1	3	27	10	18	68	84	77	1	4	2
All Students (Prior Year)	335	2201	74503	98	99	99	490	522	491	12	6	9	35	24	32	42	54	51	11	15	8
Female	172	1131	38025	100	99	99	550	588	558	2	1	2	20	6	13	77	88	82	1	6	2
Male	153	1126	40013	99	100	99	516	562	534	5	2	5	35	14	23	59	81	71	1	3	1
African American	19	59	4037	100	94	99	535	534	532	6	2	4	31	29	22	63	69	73	0	0	1
Hispanic	119	275	29068	100	100	99	521	532	523	6	6	5	37	28	27	57	65	67	0	1	1
Asian/Pacific Islander	NC	69	1743	NC	100	100	NC	596	577	NC	2	2	NC	5	9	NC	81	82	NC	13	8
American Indian/Alaskan Native	15	26	4981	94	93	100	538	543	526	0	0	4	14	18	25	86	82	70	0	0	0
White	167	1829	38265	98	99	99	543	582	564	2	1	2	21	7	11	75	88	84	2	4	3
Students with Disabilities	33	178	9275	100	100	100	397	475	444	13	9	14	67	41	46	20	49	39	0	0	1
Students without Disabilities	292	2081	68892	99	99	98	550	583	559	2	1	2	23	7	14	74	87	82	1	5	2
Limited English Proficient Students	57	128	10084	100	100	100	470	483	474	10	11	10	49	37	39	40	53	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	170	344	33296	94	92	94	526	534	527	5	5	5	37	30	27	57	64	67	1	1	0
Non-Economically Disadvantaged	155	1915	44871	100	100	100	543	582	559	1	1	2	17	7	12	81	88	84	1	5	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.

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
7	Reading	99	46	70	51	94	51	NA	54	99	45	63	50
	Language	98	53	75	54	95	54	78	58	99	49	67	52
	Mathematics	100	50	74	58	93	50	76	62	99	42	61	50
8	Reading	100	54	71	53	93	52	NA	55	98	50	65	51
	Language	100	49	70	49	96	46	71	52	98	49	64	50
	Mathematics	100	54	72	58	94	50	74	61	98	43	65	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

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

Council Duties

- Ü Establishing/Monitoring School Imp. Plan
- Ü Staff Development
- Ü Curriculum
- Ü Teaming
- Ü Technology
- Ü Scheduling

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	5.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	4	0	0
10 or more years	6	15	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	146
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

- Ü 3 Computer Labs
- Ü Band/Strings Building
- Ü Auditorium with Modern Performance Stage
- Ü State of the Art Media Center

Extracurricular Activities

- Ü Student Leadership/Government
- Ü Interscholastic Sports
- Ü Future Cities Program
- Ü National Junior Honor Society
- Ü After School Academic Program
- Ü Chess Club
- Ü Band, Orchestra, Choir and Drama
- Ü Yearbook

Social Services

- Ü Before/After School Tutoring
- Ü Health Center
- Ü Parent Educator
- Ü SPI Counseling Services
- Ü McKessen Community Center
- Ü Social Worker

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Marching band won award for the best marching band at the Parada del Sol. Jazz Band earned Superior with distinction at Jazz on the Mountainside competition. Symphonic band earned an excellent rating at the Scottsdale Concert Band Festival.
  
- ü Our students swept first, second and third place in the Masonic Lodge essay contest in 2004-2005. One of our students finished second in the state contest.
  
- ü 22 students inducted into the National Junior Honor Society.
  - A Supai teacher was honored by Charros for her nomination for SUSD Teacher of the Year.
  - A teacher was honored as Supai teacher of the year by Central AZ Middle Level Assoc.
  
- ü Our students were selected to participate in the Mars Explorer with NASA at ASU.
  - 22 students were inducted into the National Junior Honor Society.
  - Second Place selection for 7th grade student in SUSD Poetry Contest

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>	11	12	12	17
Transfers In Rate <sup>6</sup>	21	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	1	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

The School Resource Officer teaches programs to the students. Schoolwide safety is addressed through structured discipline procedures. Conflict resolution skills are taught and modeled. Inservice was provided to staff on Bully Proofing strategies. Students are also taught bully-proofing and parents, students and staff sign an anti-bullying pledge. The six pillars of Character Counts are taught, discussed and reinforced regularly.

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) :

27

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	Dan Cooper	(480) 484-5810
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Clif McKenzie	(480) 484-6186
School Nutrition Programs	Sue Bettenhausen	(480) 484-8686
Parent Organization	Pat Berry	(480) 484-5800
Student Health/Nurse	Monica Gray	(480) 484-5811

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 300 Copies = \$114.00

\*\* 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.