

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

33401 N. 56th Street, Cave Creek, AZ 85331

Cave Creek 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	Excelling
2003-04	Excelling
2002-03	Excelling

(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	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 : Ms. Ann Orlando
 Schedule : 07:00 AM to 05:00 PM
 Grades : 6-8
 2005 Enrollment : 748
 Web Address : www.ccusd93.org
 Phone Number : (480) 575-2300
 Fax Number : (480) 488-7059
 E-mail : aorlando@ccusd93.org

Mission

Desert Arroyo is a member of Accelerated Schools Plus, a national school improvement model based at UCONN's NHEAG School, a national center for gifted education. Desert Arroyo focuses on gifted-quality instruction for all, reflective instructional practice, and a data-sensitive national model for continuous improvement. A respect-centered climate, character education, community partnerships, and strong family involvement support student achievement goals in this dynamic learning community.

School / Academic Goals

- ü To extend our commitment to gifted quality instruction for all students through clustering, push-in programs, constructivist and reflective practice, service learning, differentiation, more student interest-based Academies, and academic competitions.
- ü To take outstanding 2005 DPA reading/writing scores to the next level with data from benchmark testing, a standards-based workshop model, targeted middle school literacy strategies, and program-specific professional development initiatives.
- ü To take outstanding 2005 DPA math scores to the next level with data from benchmark testing, enhanced use of a reform mathematics program(Connected Math Project)based on mathematical thinking and regular articulation of deep conceptual understanding.
- ü To extend the advantages of a respect-centered campus culture in advancing academic achievement and personal growth through character education, service learning, bully prevention, diversity awareness, and increased parent and community partnerships.

Enrollment

October 1, 2004 School Year Student Enrollment : 737
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 61

Instructional Programs

- ü Powerful Learning (Accelerated Schools)
- ü Workshop Approach in Reading and Writing
- ü Reform Mathematics Program (CMP)
- ü Differentiated Learning/Instruction
- ü E-Learning Initiatives
- ü Multiple Gifted Learning Options for all
- ü Academic Recovery Program
- ü Technology Integrated Classrooms

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Desert Arroyo sets high expectations for academic achievement, character development, and informed citizenship. Creating 'raving fan customers' is our standard for communication with parents. Contacts include weekly academic progress reports, student recognition assemblies, multiple opportunities for parent involvement, distribution of policies and handbooks, access to teacher websites and homework hotline, print and electronic newsletters, and a comprehensive crisis plan to ensure safety.

Parents

Desert Arroyo expects parents to ensure regular attendance; support academic success through the use of electronic weekly progress reports, homework hotline/teacher web sites, and student planners; to maintain communication via print and electronic means, and to stay involved in their child's education through participation in essential classroom activities, active membership in PTSO, chaperoning field trips, and through weekly participation in Accelerated Schools' school improvement cadres.

Transportation Policy

CCUSD provides bus transportation for all students residing more than one-half mile from an elementary campus or more than a mile from a secondary school within the district's 144 square mile area. Special education transportation is also provided.

School Honors

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

Award/Honor	Year
ü 4 National Board Certified Teachers; 2 NBPTS Candidates	2001
ü 2 Teachers Nominated for Disney Teacher of the Year	2003
ü State Championship, Future Problem Solvers	2005
ü 5th Consecutive Arizona State Cheer Championship	2005

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	233	446	78250	99	99	99	578	572	548	10	10	21	12	14	18	53	55	48	25	21	13
All Students (Prior Year)	219	430	75001	100	100	99	495	493	468	13	16	37	44	44	36	22	22	16	21	19	10
Female	107	209	38071	100	100	99	578	568	549	11	9	20	9	14	19	61	60	49	20	17	12
Male	126	237	40126	98	99	99	578	575	547	10	11	23	14	15	17	47	50	46	29	24	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	11	21	29129	100	100	99	520	527	527	27	24	32	36	33	23	36	38	40	0	5	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	216	412	38320	99	99	99	581	575	568	9	9	12	11	13	14	55	56	55	25	21	19
Students with Disabilities	27	43	9329	100	100	100	493	478	454	56	56	64	24	15	18	20	27	16	0	2	2
Students without Disabilities	206	403	68996	97	98	99	589	582	561	5	5	16	10	14	18	57	58	52	28	23	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	14	24	33388	100	100	94	542	550	530	15	22	32	31	17	22	54	57	40	0	4	5
Non-Economically Disadvantaged	219	422	44937	99	99	100	581	573	561	10	9	13	11	14	15	53	55	54	26	22	18

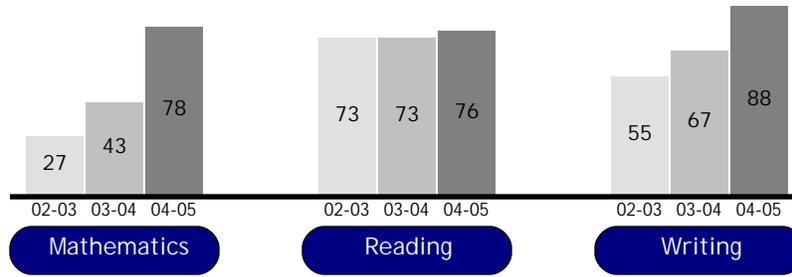
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	233	446	78302	99	0	99	535	534	512	5	4	11	18	16	25	64	71	57	12	9	7
All Students (Prior Year)	221	433	74918	100	100	99	525	522	497	10	12	32	18	17	19	43	44	35	30	27	15
Female	107	209	38082	100	0	99	541	535	518	5	3	8	12	11	24	72	76	61	12	10	7
Male	126	237	40166	98	0	99	530	533	507	6	4	14	24	20	26	58	67	54	12	9	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	11	21	29152	100	0	99	493	508	492	9	5	17	55	52	34	36	38	46	0	5	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	216	412	38347	99	0	99	537	536	531	5	4	5	17	14	17	67	73	68	12	9	10
Students with Disabilities	27	43	9353	100	0	100	462	450	429	44	34	40	40	37	38	16	29	22	0	0	1
Students without Disabilities	206	403	69024	97	0	99	545	543	524	1	1	7	16	14	23	71	75	62	13	10	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	14	24	33398	100	0	94	495	510	495	15	13	18	46	30	35	38	52	46	0	4	2
Non-Economically Disadvantaged	219	422	44979	99	0	100	538	536	525	5	3	6	17	15	18	66	72	66	12	10	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	237	450	78094	100	100	99	573	572	545	2	2	3	10	9	18	86	87	77	2	3	2
All Students (Prior Year)	222	435	74503	100	100	99	523	525	491	6	5	9	27	27	32	50	52	51	17	16	8
Female	108	210	38025	100	100	99	592	582	558	0	1	2	6	5	13	89	89	82	5	4	2
Male	129	240	40013	100	100	99	557	563	534	3	2	5	14	12	23	83	85	71	0	1	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	11	21	29068	100	100	99	534	548	523	0	0	5	27	24	27	73	76	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	220	416	38265	100	100	99	574	574	564	2	2	2	9	8	11	87	88	84	2	2	3
Students with Disabilities	27	43	9275	100	100	100	506	490	444	8	7	14	36	32	46	56	61	39	0	0	1
Students without Disabilities	210	407	68892	99	99	98	581	580	559	1	1	2	7	7	14	90	89	82	2	3	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	14	24	33296	100	100	94	543	541	527	0	0	5	23	26	27	77	74	67	0	0	0
Non-Economically Disadvantaged	223	426	44871	100	100	100	575	573	559	2	2	2	9	8	12	86	87	84	2	3	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
6	Reading	99	71	69	53	100	76	NA	56	100	68	68	51
	Language	99	64	62	45	100	67	63	48	100	64	63	47
	Mathematics	99	75	74	62	100	79	80	66	100	68	67	52
7	Reading	99	72	69	51	99	71	NA	54	98	69	68	50
	Language	100	76	72	54	99	76	74	58	98	71	70	52
	Mathematics	99	74	74	58	99	74	72	62	98	70	67	50
8	Reading	99	70	68	53	100	74	NA	55	99	61	61	51
	Language	99	66	65	49	100	73	71	52	99	61	61	50
	Mathematics	99	69	71	58	100	74	76	61	99	65	63	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/

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)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Program Issues
- Ü Parent/Community Involvement
- Ü Technology: Training/Integration
- Ü School Climate/Safety
- Ü Extracurricular Activities
- Ü School/Business Partnerships

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	36.50
Other Professional Staff	3.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	117
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü 20-acre Desert Education Preserve
- Ü Classroom Computers & 3 Computer Labs
- Ü Closed-circuit TV/Computer Network
- Ü Library Media Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Jazz Band/Rock Group/Musical Theater
- Ü Student Leadership
- Ü 3-Season Sports Program
- Ü Art Club
- Ü Builders' Club
- Ü Yearbook
- Ü Drama Club

Social Services

- Ü Summer School Program
- Ü Community Education Pre-School
- Ü Academic Recovery Program
- Ü Love & Logic Parenting Classes
- Ü Summer Sports/Leisure Camps
- Ü Hispanic Liaison Services
- Ü Parent Teacher Student Organization
- Ü Homework Assistance Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Outstanding 2005 math DPA scores reflect the successful implementation of the third year of the Connected Math Project, a reform math program focused on conceptual understanding and supported by sustained professional development and collaboration.
- ü Outstanding 2005 DPA performance in reading and writing reflects successful implementation of targeted middle school comprehension strategies, the inception of a Title I Reading program, and extended use of a writers' workshop model of instruction.
- ü Extended e-learning facility through integration of interactive technology into core instruction and AIMS intervention program. Used grant funding for special technology initiatives: a Claymation literacy project and the use of SmartBoard technology.
- ü Increased parent and community involvement in essential classroom learning activities, in school improvement initiatives, and in co-curricular programs focusing on student goalsetting, problem solving, prevention, character education, and leadership.

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	4	12	12	17
Transfers In Rate ⁶	6	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	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

Desert Arroyo uses a respect-centered model for communication and discipline(Love & Logic). Initiatives such as MiniTown, Peer Mediation, service learning, an anti-bullying program(Second Step), and a Comprehensive Competency-Based Guidance program focus on the importance of character education, conflict resolution, and effective leadership. A comprehensive crisis management plan ensures a safe learning environment. A School Resource Officer engages students in regular law-related education.

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) :

2

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	Ann Orlando	(480) 575-2305
Transportation Policy	Dr. Kent Frison	(480) 575-2020
Community Resources	Evelyn Holbrook	(480) 575-2070
School Nutrition Programs	Jeff Stempak	(480) 575-2437
Parent Organization	Ruth Varner	(480) 488-6871
Student Health/Nurse	Kelly Hartley	(480) 575-2302

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.

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.