

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5802 E Dove Valley, Cave Creek, AZ 85327

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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

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 : Dr. Gaye Leo  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 9-12  
 2005 Enrollment : 1614  
 Web Address : www.cshsweb.com  
 Phone Number : (480) 575-2400  
 Fax Number : (480) 488-6701  
 E-mail : gleo@ccusd93.org

### Mission

It is the mission of Cactus Shadows High School to provide a foundation for each student to become a lifelong learner, to promote the development of a whole individual, and to provide opportunities for each student to become productive members of a global society.

### School / Academic Goals

- ü AIMS scores will show one year's growth in one year's time for all students.
- ü Advanced Placement and Dual Enrollment will increase by 5% in 2005-06.
- ü Technology will continue to be a state of the art objective; there are 17 Smartboards in use and we project a 10% increase in implementation of this technology for 2005-06.
- ü Communication with parents is important; new outreach efforts in 2005-06 will include e-newsletters and topic forums for parents.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1482  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 23

Instructional Programs

- ü Evening Classes
- ü Rio Salado Dual Enrollment Programs
- ü Falcon IGNITE Student Mentor Program
- ü Honors and Advanced Placement Programs
- ü Credit Retrieval Program
- ü AIMS Tutorials
- ü CCBG Counseling Program
- ü IBO Candidate -on site visit Fall 2005

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The Cave Creek Unified School District Code of Conduct and the Cactus Shadows High School Student/Parent Agenda is distributed each year to all students. Student responsibilities, rights and code of conduct are outlined. Academic standards are set high and promoted by every curricular area at Cactus Shadows High School.

Parents

Our school community recognizes the direct relationship which exists between academic success and regular school attendance. Our goal is to have every student in class on time every day.

Transportation Policy

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through Governing Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform to all policies and regulations relating to conduct on school buses.

School Honors

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

Award/Honor	Year
ü National Merit Commended	2005
ü Flinn Scholar	2004
ü National Board Certified Teacher Candidate	2004
ü Top 5 in State AIMS--Writing , Reading & Math Scores	2005

10th 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	379	379	69846	99	99	100	717	717	699	8	8	21	8	8	11	56	56	49	29	29	18
All Students (Prior Year)	339	339	65934	100	100	100	508	508	492	21	21	43	17	17	18	39	39	24	23	23	15
Female	183	183	34328	99	99	99	720	720	702	5	5	19	10	10	12	58	58	51	27	27	18
Male	196	196	35509	98	99	100	714	714	696	10	10	23	6	6	11	54	54	48	30	30	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	16	16	23363	100	100	100	704	704	680	13	13	32	13	13	16	73	73	45	0	0	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	352	352	36421	99	99	99	718	718	714	7	7	12	7	7	8	55	55	54	30	30	26
Students with Disabilities	28	28	7690	100	100	100	576	576	593	42	42	64	19	19	14	27	27	21	12	12	2
Students without Disabilities	351	351	62220	98	98	99	728	728	712	5	5	16	7	7	11	58	58	53	30	30	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	12	12	21421	92	92	92	707	707	686	17	17	35	0	0	15	83	83	43	0	0	7
Non-Economically Disadvantaged	367	367	48489	99	99	100	717	717	704	7	7	15	8	8	10	55	55	52	30	30	23

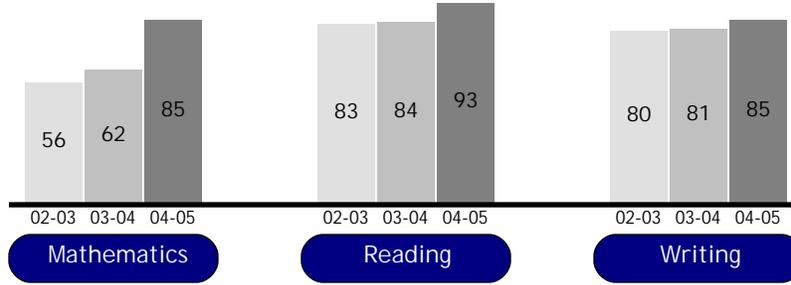
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	381	381	71311	100	100	100	715	715	694	1	1	7	7	7	21	82	82	63	11	11	9
All Students (Prior Year)	341	341	68162	100	100	100	534	534	509	2	2	18	13	13	24	72	72	51	12	12	8
Female	186	186	34899	100	100	100	719	719	700	1	1	5	7	7	19	84	84	66	8	8	10
Male	195	195	36430	98	99	100	711	711	688	1	1	9	7	7	22	79	79	61	13	13	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	17	17	24056	100	100	100	688	688	672	0	0	13	31	31	31	69	69	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	353	353	36841	100	100	99	716	716	713	1	1	3	6	6	12	83	83	72	10	10	13
Students with Disabilities	29	29	8021	100	100	100	582	582	590	11	11	27	30	30	42	52	52	29	7	7	1
Students without Disabilities	352	352	63379	98	99	100	725	725	707	0	0	5	5	5	18	84	84	68	11	11	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	12	12	22243	92	92	93	704	704	677	0	0	14	17	17	32	75	75	51	8	8	3
Non-Economically Disadvantaged	369	369	49157	100	100	100	715	715	702	1	1	4	6	6	16	82	82	69	11	11	11

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	382	382	70868	100	100	100	705	705	688	2	2	5	13	13	23	66	66	63	19	19	9
All Students (Prior Year)	341	341	67629	100	100	100	564	564	524	8	8	22	11	11	16	77	77	59	4	4	3
Female	186	186	34710	100	100	99	715	715	697	2	2	3	8	8	19	69	69	66	21	21	12
Male	196	196	36176	99	99	100	695	695	678	3	3	7	17	17	27	62	62	59	18	18	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	17	17	23868	100	100	100	698	698	670	6	6	9	25	25	33	56	56	55	13	13	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	355	355	36710	100	100	99	705	705	702	2	2	2	12	12	15	67	67	69	19	19	13
Students with Disabilities	28	28	7900	100	100	100	555	555	580	23	23	22	27	27	49	38	38	28	12	12	1
Students without Disabilities	354	354	63054	99	99	99	716	716	701	1	1	3	12	12	20	68	68	67	20	20	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	12	12	21994	92	92	92	701	701	673	0	0	10	33	33	36	50	50	52	17	17	3
Non-Economically Disadvantaged	370	370	48960	100	100	100	705	705	694	2	2	3	12	12	18	66	66	67	19	19	12

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)

10th 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?	Not Evaluated
	Met Graduation Rate?	Y
	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
9	Reading	98	60	60	41	97	59	NA	42	99	68	68	51
	Language	98	60	60	42	97	56	56	42	99	65	65	50
	Mathematics	98	79	79	60	98	76	76	63	99	67	67	50

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

Council Duties

- Ü Parent/Educator Relations
- Ü Oversee Site Budget (Tax Credit)
- Ü School Governance Issues
- Ü Communications
- Ü Implementation of Technology
- Ü Campus Beautification Project

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.40	Teacher	70.00
Other Professional Staff	6.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	7	0	0
4 to 6 years	9	2	0	0
7 to 9 years	6	6	0	0
10 or more years	14	24	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	256
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	0%

Resources Available at School Site

Special Facilities

- Ü Desert Preserve--15 Acres
- Ü CTE Business Programs
- Ü Student Store/DECA Lab
- Ü E Learning Lab in Media Center

Extracurricular Activities

- Ü Student Government +25 Clubs
- Ü Service Learning Organizations
- Ü Rotary Foreign Exchange Programs
- Ü National Honor Society
- Ü DECA
- Ü Spanish National Honor Society
- Ü French National Honor Society
- Ü VOY (Voices of Youth)

Social Services

- Ü PTO
- Ü Boosters
- Ü Parenting Classes - Community Education
- Ü After School Programs
- Ü Preschool on site
- Ü Counseling Services
- Ü Site Council
- Ü Parent Club Council

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü For the class of 2005, 82% were enrolled in Dual Enrollment courses or community college technical courses during their senior year of high school.  
2004 Test data: ACT 22.8, SAT 543 verbal, 541 math.
- ü CSHS had five Commended Scholars. Additionally, the class of 2005 had 324 scholar athletes with a GPAs of 3.5 or higher. Awarded \$4.3 million scholarship dollars to class of 2005.
- ü One of four high schools in Arizona to make Newsweek's list of top High Schools in America for 2005.  
Accepted as an IBO candidate for consideration in 2005-06.
- ü Class of 2006 AIMS scores  
Seniors  
AIMS-Reading 96% passed  
AIMS-Writing 94% passed  
AIMS-MA 92% passed  
  
90% of those students who participate in the AIMS-tutorial programs passed their required tests.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	99	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	6	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	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>	100	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

Cactus Shadows High School consistently ranks among the top three public high schools in the state of Arizona based on Newsweek magazine and ADE AIMS scores. Our school maintains one of the best discipline rates among Arizona public high schools. The atmosphere that we strive to create is that our school is the 'heart of the desert'. As a closed campus, safety is our priority and parents appreciate our efforts.

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	Diane Libertella	(480) 575-2400
Transportation Policy	Cathy Erwin	(480) 575-2081
Community Resources	Evelyn Holbrook	(480) 575-2440
School Nutrition Programs	Jeff Stempak	(480) 575-2437
Parent Organization	Janet Lukaszek	(480) 575-2401
Student Health/Nurse	Amy Baird	(480) 575-2402

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 100 Copies = \$38.00

\*\* 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.