

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6308 W Campbell Avenue, Phoenix, AZ 85033

Cartwright Elementary 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	Performing Plus
2003-04	Performing
2002-03	Underperforming

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

School Overview

Principal/Administrator : Mr. Jim Paczosa
 Schedule : 07:30 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 1480
 Web Address : www.cartwright.k12.az.us/Sands/index.html
 Phone Number : (623) 691-4900
 Fax Number : (623) 691-4920
 E-mail : jpaczosa@sand.cartwright.k12.az.us

Mission

We believe every student is capable of achieving the maximum of his or her capabilities. All students should have high expectations of themselves, family, school and community. By providing an environment of a positive school atmosphere, effective instructors, parents as integral partners and respect for others, all students have an opportunity to reach their potential at Desert Sands Middle School.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	Corrective Action
2003-04	Corrective Action
2002-03	Year 2

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

School / Academic Goals

- ü Gains in Reading, Math and Writing will continue at Desert Sands. Data will be used to target students in need of assistance in meeting state academic standards. After-school and Saturday tutoring will be provided using Title funds.
- ü Staff development will focus on teaching strategies to help our large population of English Language Learners. A new team structure allows students of low English proficiency get the small group language development from highly qualified instructors.
- ü Desert Sands will begin after-school 'STING' classes with funds from the 21st Century Grant. Tutoring will align to goals set in the School Improvement Plan using high interest classes. English classes for adults and parenting classes will occur.
- ü Content reading will be emphasized in language arts classes and other core subject areas. This expository reading allows students to be successful on the AIMS-DPA and in future high school and college courses.

Enrollment

October 1, 2004 School Year Student Enrollment : 1007
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 40

Instructional Programs

- ü Blocked Instruction
- ü Honors Classes
- ü On-Site Special Education
- ü ELL Services
- ü Functional Academics Programs
- ü 6th Grade Center - Elementary Model
- ü After-school and Saturday Tutoring
- ü Balanced Literacy Instruction

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

We will provide academic, social and emotional supports to teach the 'whole' child in a safe and nurturing environment. At Desert Sands, we communicate academic expectations to parents through: student/parent handbook, school newsletters, mid-quarter progress reports, end-of-quarter grade reports, parent/teacher conferences, a site council and a parent organization. We will be available to students and parents to provide support in creating positive learning situations for all students.

Parents

We ask that parents attend conferences and open houses yearly and at least one other parent involvement night. We ask that parents communicate their concerns with teachers and administrators when needed. Parents should be an equal part in their child's learning process. All parents are invited to attend yearly meetings that discuss our school improvement plan and offer input to help make our school the best.

Transportation Policy

District bus transportation is provided for students who reside within the school attendance area and live more than one radius mile away from the school. Students with disabilities who require transportation, as indicated in their individual education program, also receive transportation. Field trips and athletic events also require district transportation from the school, to the event and back to the school. Two bus evacuation drills are held annually to practice safety procedures.

School Honors

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

Award/Honor	Year
ü Who's Who Among American (7 recipients)	2005
ü John J Ross Law Related Educator of the Year	2005
ü Community Action State Winners - AZ Legal Services	2005
ü Excellence in Law Related Education Award (AFLSE)	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	486	2036	78250	98	99	99	523	536	548	29	27	21	25	20	18	40	43	48	6	10	13
All Students (Prior Year)	452	1948	75001	98	99	99	439	439	468	62	61	37	33	32	36	5	6	16	0	1	10
Female	237	1009	38071	99	100	99	533	539	549	24	25	20	24	21	19	45	44	49	6	10	12
Male	249	1027	40126	98	97	99	514	533	547	33	29	23	27	19	17	34	41	46	6	11	14
African American	28	132	4058	100	100	99	506	514	523	60	36	32	15	18	22	25	39	41	0	8	5
Hispanic	394	1693	29129	99	99	99	524	536	527	28	28	32	27	21	23	39	41	40	6	10	6
Asian/Pacific Islander	NC	12	1747	NC	86	100	NC	571	589	NC	9	9	NC	9	9	NC	64	50	NC	18	32
American Indian/Alaskan Native	15	37	4996	100	100	100	554	563	518	0	6	36	36	27	25	57	55	36	7	12	4
White	46	162	38320	84	86	99	515	546	568	30	20	12	14	12	14	49	53	55	7	15	19
Students with Disabilities	62	235	9329	100	98	100	424	433	454	67	67	64	15	13	18	15	18	16	2	1	2
Students without Disabilities	424	1801	68996	98	99	99	538	550	561	23	22	16	27	21	18	43	46	52	7	12	14
Limited English Proficient Students	146	675	10133	99	99	100	484	499	488	44	43	45	30	23	25	26	30	28	1	4	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	371	1600	33388	93	95	94	527	537	530	30	29	32	24	20	22	41	41	40	5	10	5
Non-Economically Disadvantaged	115	436	44937	100	100	100	511	534	561	24	19	13	32	19	15	36	50	54	8	13	18

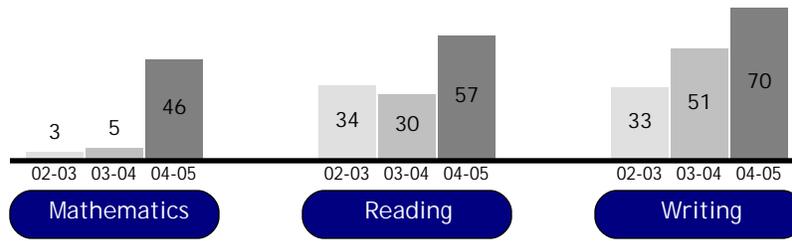
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	487	2038	78302	99	0	99	496	490	512	12	17	11	31	34	25	55	47	57	2	2	7
All Students (Prior Year)	451	1944	74918	98	98	99	478	476	497	45	47	32	25	24	19	26	23	35	4	5	15
Female	237	1009	38082	99	0	99	509	497	518	8	13	8	28	34	24	62	51	61	2	2	7
Male	250	1029	40166	98	0	99	484	483	507	16	22	14	34	34	26	48	43	54	1	2	6
African American	28	132	4064	100	0	100	492	476	498	20	17	14	30	35	29	50	46	54	0	2	3
Hispanic	395	1694	29152	99	0	99	496	489	492	12	18	17	32	35	34	54	46	46	1	1	2
Asian/Pacific Islander	NC	12	1746	NC	0	100	NC	528	542	NC	0	5	NC	36	13	NC	45	66	NC	18	16
American Indian/Alaskan Native	15	37	4993	100	0	100	538	521	484	0	9	19	7	21	38	86	67	42	7	3	1
White	46	163	38347	84	0	99	485	498	531	12	13	5	28	28	17	56	52	68	5	7	10
Students with Disabilities	62	236	9353	100	0	100	401	404	429	38	49	40	40	32	38	17	18	22	4	1	1
Students without Disabilities	425	1802	69024	98	0	99	510	501	524	8	13	7	29	34	23	61	51	62	2	2	7
Limited English Proficient Students	146	676	10140	99	0	100	458	453	451	21	32	28	45	45	43	33	23	29	1	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	371	1600	33398	93	0	94	499	490	495	12	19	18	31	36	35	55	44	46	2	1	2
Non-Economically Disadvantaged	116	438	44979	100	0	100	484	491	525	11	11	6	31	27	18	55	59	66	3	4	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	478	2027	78094	97	98	99	523	516	545	4	5	3	25	30	18	70	64	77	0	1	2
All Students (Prior Year)	448	1932	74503	97	98	99	466	465	491	10	12	9	39	41	32	49	43	51	2	3	8
Female	237	1008	38025	99	100	99	540	528	558	2	3	2	21	25	13	76	71	82	1	1	2
Male	241	1019	40013	95	97	99	506	503	534	6	8	5	30	34	23	63	58	71	0	0	1
African American	26	130	4037	100	100	99	499	499	532	16	8	4	32	32	22	53	59	73	0	1	1
Hispanic	389	1686	29068	97	98	99	524	515	523	3	5	5	27	31	27	69	63	67	1	0	1
Asian/Pacific Islander	NC	12	1743	NC	86	100	NC	568	577	NC	0	2	NC	18	9	NC	64	82	NC	18	8
American Indian/Alaskan Native	14	36	4981	100	100	100	583	568	526	0	0	4	0	9	25	100	91	70	0	0	0
White	46	163	38265	84	87	99	503	524	564	9	6	2	21	22	11	70	69	84	0	3	3
Students with Disabilities	60	232	9275	98	97	100	394	392	444	17	21	14	62	59	46	21	19	39	0	1	1
Students without Disabilities	418	1795	68892	97	98	98	541	532	559	3	3	2	20	26	14	77	70	82	1	1	2
Limited English Proficient Students	145	675	10084	99	99	100	474	468	474	7	10	10	46	48	39	47	41	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	367	1596	33296	92	95	94	528	516	527	4	6	5	26	32	27	70	62	67	1	0	0
Non-Economically Disadvantaged	111	431	44871	100	100	100	504	516	559	7	4	2	23	22	12	70	72	84	0	1	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	--	--	37	53	--	--	NA	56	--	--	40	51
	Language	--	--	30	45	--	--	32	48	--	--	37	47
	Mathematics	--	--	47	62	--	--	51	66	--	--	42	52
7	Reading	95	33	31	51	95	36	NA	54	97	40	38	50
	Language	99	38	35	54	95	43	42	58	97	42	40	52
	Mathematics	98	40	43	58	94	45	51	62	97	40	40	50
8	Reading	96	34	36	53	97	36	NA	55	97	42	39	51
	Language	97	31	31	49	97	34	32	52	97	44	42	50
	Mathematics	96	38	45	58	97	38	45	61	97	43	47	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Development/Title I
- Ü School Safety Issues
- Ü Communication
- Ü Community
- Ü School Improvement Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	82.00
Other Professional Staff	10.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	4	0	0
4 to 6 years	3	3	0	0
7 to 9 years	2	7	0	0
10 or more years	8	32	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	207
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Studio
- Ü New Gymnasium
- Ü Science Labs

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediation
- Ü Publications
- Ü Interscholastic Athletics
- Ü National Junior Honor Society
- Ü 21st Century Grant Programs
- Ü Success Program
- Ü Project Venture

Social Services

- Ü Breakfast/Lunch Programs
- Ü After-school and Saturday tutoring
- Ü Counseling Services
- Ü Health Services
- Ü Healthy Kids Dental
- Ü School Resouce Officer
- Ü Probation Officer
- Ü Adult English and Spanish Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Literacy and math coaches are now an itegral part of Desert Sand's staff development. They offer much needed assistance and support for new teachers and in staff meetings. The coaching model is now fully implemented.
- ü Revamped the structure for servicing English Language Learners. Language Acquisition Specialists will assist teachers with effective research based teaching strategies.
- ü Desert Sands made huge gains on the AIMS-DPA test this year. There was a 40% increase in math, a 28% increase in reading and a 22% increase in writing for students reaching Ariizona proficiency standards.
- ü Received the 21st Century Grant (\$150,000)for after-school tutoring programs for student. The program will involve chore subjects and recreational type programs for students. English classes for parents will also be available.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	38	28	28	37
Stability Rate ⁷	85	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	2	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 Sands Middle School works closely with the school resource officer to create a safe and orderly campus. Students are expected to show respect for themselves, parents, school and community. The GREAT program will teach students to avoid gang activity and gain self confidence. Law related education is also part of the Desert Sands community safety 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) :

8

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	Jim Paczosa	(623) 691-4900
Transportation Policy	Henry Meza	(623) 691-4000
Community Resources	Kristi LAngley-Wells	(623) 691-4900
School Nutrition Programs	Gladys Hansen	(602) 691-4930
Parent Organization	Hilda Cabanillas	(623) 691-4900
Student Health/Nurse	Klarinda Hart	(623) 691-4915

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.