

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

500 W. Old Linden Rd, Show Low, AZ 85901

Show Low 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	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	Not 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 : Mr. Kevin Hall
 Schedule : 07:30 AM to 03:30 PM
 Grades : 4-6
 2005 Enrollment : 429
 Web Address : show-low.k12.az.us
 Phone Number : (928) 537-6150
 Fax Number : (928) 537-6199
 E-mail : kevinh@show-low.k12.az.us

Mission

Show Low Intermediate School's mission statement is to provide opportunities for all students to acquire knowledge, academic skills, and character traits needed to be self-reliant, responsible, caring, and contributing members of our diverse society. All members of the school community work collaboratively to encourage and develop self-directed, life-long learners in a changing environment which is creative, challenging, responsive, and nurturing.

School / Academic Goals

- ü Our math goal is to increase students AIMS math scores by a minimum of 5%. We will use the Accelerated Math program, district assessment tool, and benchmark testing to measure our students' success.
- ü Our writing goal is to increase our students' AIMS writing scores by a minimum of 5%. We will use the district assessment tool, 6 Traits to Writing, Step Up to Writing Program and benchmark testing to measure our students' success.
- ü Our reading goal is that we will increase students AIMS reading scores by a minimum of 5%. We will use the district assessment tool, benchmark testing, and Accelerated Reader to measure our students' success.
- ü The Character Counts Program has become part of our curriculum and we are focusing on values and character traits that will benefit students for life. We are implementing these character traits in our curriculum, and through student council.

Enrollment

October 1, 2004 School Year Student Enrollment : 426
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 9

Instructional Programs

- ü On-site Special Education and Counseling
- ü On-site Gifted
- ü On-site Music/Choir/Band
- ü On-site Physical Education
- ü Accelerated Reader
- ü Character Counts
- ü Bridges
- ü On-site ELL (English Language Learner)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

It is our responsibility to provide the very best education for our students in a safe, pleasant environment. Parents and the community are our partners, and it is our duty to assist them in educating our students. Back to School Night, bi-annual Parent/Teacher Conferences, phone communication and progress reports are all used to communicate student achievement, academic growth, and to encourage parents to be involved.

Parents

The parent is the most important teacher that a child has. It is the parents responsibility to teach a love of and a respect for education. Home is the foundation for instilling character traits such as honesty, trustworthiness, caring, citizenship, kindness, fairness, and respect. These traits are enriched through education with continued parent support. Parents must understand the success of a school is dependent on their support of school rules and guidelines, attendance, and participation.

Transportation Policy

Show Low School District will provide bus transportation for students residing within the district. Safety is our first responsibility. All bus rules must be followed. A special bus is provided for special needs students. Bus evacuation drills occur on each campus annually.

School Honors

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

Award/Honor	Year
ü State Science Fair Winners	2004
ü Nomination for World Leadership Forum	2004
ü Arizona Health Services Art Poster Winner	2003
ü Various School-wide Essay Winners	2004

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	181	78906	99	100	99	503	508	498	8	7	13	23	21	19	52	51	48	17	21	20
All Students (Prior Year)	141	177	76019	100	100	100	478	487	499	16	13	14	57	51	39	13	13	14	15	22	33
Female	60	82	38644	98	100	99	502	511	500	5	5	12	21	18	19	62	58	49	12	19	19
Male	81	99	40236	100	100	99	503	506	497	9	8	15	24	23	19	45	46	46	22	23	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	15	19	31938	100	100	99	505	516	481	8	6	19	8	6	25	62	59	46	23	29	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	14	15	4593	93	94	100	482	486	467	8	7	26	46	43	29	38	43	39	8	7	6
White	108	143	36483	100	100	99	504	509	517	8	7	7	23	21	13	52	51	51	18	22	30
Students with Disabilities	23	29	10664	100	100	100	463	464	430	14	11	42	57	59	27	29	30	26	0	0	5
Students without Disabilities	118	152	68310	99	100	98	510	516	509	6	6	9	16	13	18	57	56	51	21	25	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	80	101	38679	98	99	96	499	503	483	7	6	20	26	23	25	53	53	45	15	18	10
Non-Economically Disadvantaged	61	80	40295	100	100	100	508	515	513	9	7	7	19	18	13	52	50	50	21	26	30

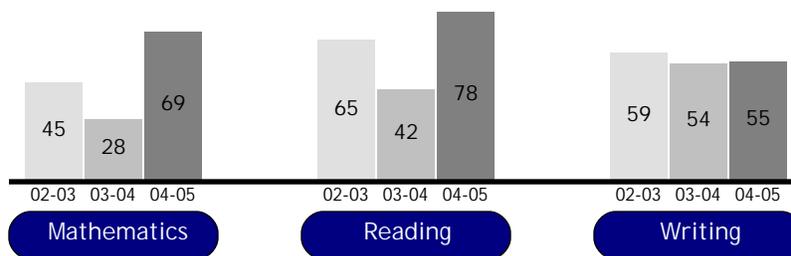
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	181	78908	99	0	99	491	495	484	4	4	10	18	16	23	74	75	58	4	6	9
All Students (Prior Year)	141	177	76020	100	100	100	496	499	503	33	29	25	25	24	23	33	38	40	9	9	12
Female	60	82	38648	98	0	99	493	500	489	2	3	8	17	15	22	76	72	61	5	10	10
Male	81	99	40233	100	0	99	490	492	479	5	4	12	19	16	25	73	77	55	3	2	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	15	19	31940	100	0	99	485	493	465	0	0	16	38	29	32	62	71	49	0	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	14	15	4569	93	0	100	484	488	457	0	0	18	23	21	39	77	79	41	0	0	2
White	108	143	36502	100	0	99	493	497	502	5	4	4	16	14	14	75	74	67	5	7	15
Students with Disabilities	23	29	10665	100	0	100	467	468	423	0	0	30	52	48	36	48	52	31	0	0	2
Students without Disabilities	118	152	68312	99	0	98	496	501	493	5	4	7	12	10	21	79	79	62	5	7	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	80	101	38662	98	0	96	488	490	468	3	3	16	19	17	32	77	78	49	1	2	3
Non-Economically Disadvantaged	61	80	40315	100	0	100	496	502	498	5	4	5	17	15	15	71	70	66	7	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	181	78750	99	100	99	491	495	500	5	5	6	40	36	29	55	58	63	0	1	2
All Students (Prior Year)	140	176	75673	100	100	100	503	514	530	20	16	12	26	24	25	53	58	58	1	2	4
Female	60	82	38586	98	100	99	489	503	515	9	6	4	31	24	22	60	67	71	0	3	3
Male	81	99	40135	100	100	99	493	488	486	1	4	8	47	45	35	51	51	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	15	19	31841	100	100	99	506	510	483	0	0	8	15	18	36	85	82	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	14	15	4586	93	94	100	483	487	481	8	7	8	31	29	37	62	64	54	0	0	1
White	108	143	36440	100	100	99	490	494	516	5	6	3	44	38	22	51	54	71	0	1	4
Students with Disabilities	23	29	10622	100	100	100	443	440	415	10	15	21	81	70	50	10	15	28	0	0	1
Students without Disabilities	118	152	68196	99	100	98	500	506	513	4	4	3	32	29	25	64	66	69	0	1	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	80	101	38558	98	99	96	489	491	485	4	4	8	43	39	37	53	57	54	0	0	1
Non-Economically Disadvantaged	61	80	40260	100	100	100	495	501	514	5	7	3	36	31	21	59	59	72	0	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	100	46	51	52	96	50	NA	56	99	50	53	48
	Language	100	44	48	48	97	46	50	52	99	48	52	49
	Mathematics	100	52	56	57	97	58	61	61	99	49	54	53
5	Reading	97	54	56	50	98	44	NA	55	99	57	59	50
	Language	99	50	51	46	100	37	41	49	99	53	55	50
	Mathematics	97	62	65	57	100	54	60	63	99	50	53	49
6	Reading	99	59	60	53	98	50	NA	56	100	54	57	51
	Language	99	51	53	45	99	46	49	48	100	46	51	47
	Mathematics	97	76	77	62	99	66	70	66	100	53	58	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Show Low Intermediate School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü School Safety
- Ü Extracurricular Activities
- Ü Instructional Strategies
- Ü Cafeteria Improvement
- Ü Community Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	4.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Auditorium/Gym
- Ü Library
- Ü Computer lab
- Ü Music Room

Extracurricular Activities

- Ü Student Council
- Ü Band and Choir
- Ü Track and Field
- Ü Field Trips
- Ü Science Fairs
- Ü Navajo County Fair
- Ü Wrestling
- Ü Spelling Bee

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Parenting Classes
- Ü DARE Classes
- Ü DEAL After School Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 30% of students achieved their Accelerated Reader goal and qualified for a reward trip to Bank One Ballpark. This correlated with our goal to improve AIMS reading scores.

- ü Organized and succeeded in implementing a Student Council Program for 4-6 grades. Students collected funds that were in-part donated to the Lukemia Foundation. The program also contributed to character education through Character Counts.

- ü 6th grade participated in a field trip to Sea Camp San Diego. Camp consisted of hands-on labs, marine education, and ocean exploration. This was an enriched learning experience that aided in our goal to provide extracurricular learning activities.

- ü Participated with the City of Show Low to organize an after school program known as DEAL. The on-site program gave students the opportunity to explore the arts, recreation, job exploration, and assisted in educational tutoring.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	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

Regular practice of building evacuation. All outer doors are locked during school hours except the main entrance. We have a school resource officer often on campus or on call. We will be practicing 'Lock Down Drills' throughout the year, and we are developing a crisis response team.

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) :

5

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	Kevin Hall	(928) 537-6150
Transportation Policy	Dave Cooper	(928) 537-6048
Community Resources	Detective Walden	(928) 537-5091
School Nutrition Programs	Fredda Garvin	(928) 537-6014
Parent Organization	Site Council / PTSO	(928) 537-6150
Student Health/Nurse	Karen Davis	(928) 537-6150

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 429 Copies = \$164.00

** 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.