



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5350 E. 16th Street, Tucson, AZ 85711

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. David W. Ross  
 Schedule : 08:00 AM to 04:05 PM  
 Grades : 6-8  
 2005 Enrollment : 819  
 Web Address : edweb.tusd.k12.az.us/Vail  
 Phone Number : (520) 584-5400  
 Fax Number : (520) 584-5401  
 E-mail : david.ross@tusd.k12.az.us

Mission

Alice Vail Middle School provides a safe learning environment and maximizes students' potential for success in academic achievement, social responsibility, emotional maturity, physical endurance, and values clarification.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü Improve AIMS-DPA Reading(summary scores)in 05-06 by 5% over 04-05 results. The goal for 6th grade: 66.3%; 7th grade: 64.1%; 8th grade: 68.6%
- ü Improve AIMS-DPA Writing(summary scores)in 05-06 by 5% over 04-05 results. The goal for 6th grade: 73.5%; 7th grade: 83.2%; 8th grade: 88.6%
- ü Improve AIMS-DPA Math(summary scores)in 05-06 by 5% over 04-05 results. The goal for 6th grade: 58.6%; 7th grade: 61.5%; 8th grade: 67.0%

Enrollment

October 1, 2004 School Year Student Enrollment : 797  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 137

Instructional Programs

- ü Student-Teacher Ratio of 28:1
- ü Grade Levels Organized in Teaching Teams
- ü Excep. Educ. Cross-Categorical Services
- ü Excep. Education Inclusion Model
- ü Structured English Immersion
- ü Gifted and Talented Self-Contained
- ü Opening Minds Through The Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 21 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide the safest possible learning environment, maximizing student potential for success in academic achievement, social responsibility, emotional maturity, physical endurance, and values clarification. Alice Vail Middle School fosters hope, unshared opportunities for students to be promoted, and instills within each student courage to dream. Additionally: Leading the learning by developing diversity proficiency and "response-ability" to improve student achievement.

Parents

Support the student by providing adequate educational support and academic resources, which include nourishment, support for tutoring and homework environment, and communicating and collaborating with teachers in a timely manner.

Transportation Policy

Alice Vail is a District Bus Transfer Point. Buses arrive from many areas of the District, then students transfer to the bus headed for their final destination. Desegregation students are also bused following established policy.

School Honors

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

Award/Honor	Year
ü Award Winning Band and Orchestra Programs	2005
ü Math Counts Program/Team #1 in Arizona	2004
ü Basketball & Volleyball Teams in Final Four Tournaments	2004
ü Arizona LEARNS Rating of 'Excelling'	2004

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	239	4765	78250	96	99	99	552	536	548	22	26	21	14	21	18	48	45	48	16	8	13
All Students (Prior Year)	231	4553	75001	97	98	99	467	455	468	41	46	37	32	35	36	15	12	16	13	7	10
Female	123	2364	38071	98	99	99	555	537	549	21	24	20	15	23	19	50	45	49	14	8	12
Male	116	2400	40126	94	99	99	549	534	547	23	28	23	13	19	17	47	45	46	17	9	14
African American	21	331	4058	95	100	99	503	509	523	25	36	32	25	26	22	38	33	41	13	5	5
Hispanic	104	2423	29129	95	99	99	540	521	527	32	32	32	17	24	23	40	40	40	12	4	6
Asian/Pacific Islander	NC	122	1747	NC	100	100	NC	585	589	NC	10	9	NC	14	9	NC	48	50	NC	29	32
American Indian/Alaskan Native	NC	197	4996	NC	99	100	NC	512	518	NC	40	36	NC	28	25	NC	28	36	NC	3	4
White	102	1692	38320	97	99	99	570	560	568	11	14	12	9	15	14	61	56	55	19	15	19
Students with Disabilities	32	659	9329	94	100	100	451	445	454	69	65	64	7	17	18	24	16	16	0	1	2
Students without Disabilities	207	4107	68996	97	99	99	567	550	561	15	20	16	15	22	18	52	49	52	18	9	14
Limited English Proficient Students	24	587	10133	100	100	100	484	485	488	43	43	45	23	28	25	31	28	28	3	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	118	2431	33388	98	96	94	534	525	530	32	35	32	17	24	22	44	37	40	8	4	5
Non-Economically Disadvantaged	121	2335	44937	95	100	100	568	546	561	13	17	13	12	18	15	52	52	54	23	13	18

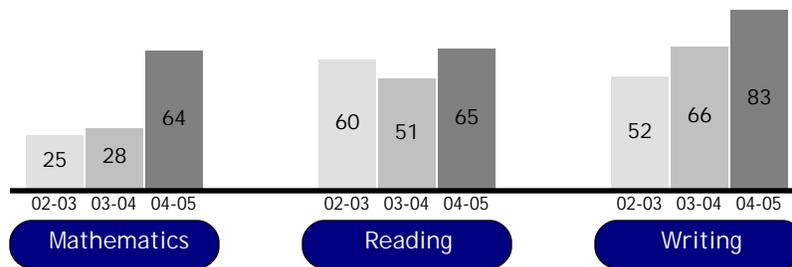
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	239	4767	78302	96	0	99	513	499	512	10	15	11	25	30	25	57	52	57	8	4	7
All Students (Prior Year)	235	4522	74918	98	97	99	502	485	497	29	41	32	20	19	19	32	29	35	19	11	15
Female	122	2366	38082	98	0	99	516	504	518	10	12	8	26	29	24	58	55	61	6	4	7
Male	117	2401	40166	95	0	99	509	494	507	10	17	14	23	31	26	56	49	54	10	3	6
African American	21	331	4064	95	0	100	494	482	498	13	17	14	19	39	29	56	42	54	13	3	3
Hispanic	104	2425	29152	95	0	99	501	486	492	16	19	17	35	36	34	46	44	46	3	2	2
Asian/Pacific Islander	NC	122	1746	NC	0	100	NC	533	542	NC	5	5	NC	21	13	NC	64	66	NC	10	16
American Indian/Alaskan Native	NC	198	4993	NC	0	100	NC	486	484	NC	17	19	NC	41	38	NC	40	42	NC	2	1
White	102	1691	38347	97	0	99	527	520	531	5	8	5	16	19	17	67	66	68	13	7	10
Students with Disabilities	33	662	9353	97	0	100	434	416	429	34	46	40	41	36	38	24	18	22	0	0	1
Students without Disabilities	206	4107	69024	96	0	99	525	512	524	7	10	7	22	29	23	62	57	62	9	4	7
Limited English Proficient Students	24	586	10140	100	0	100	456	450	451	14	27	28	46	42	43	40	30	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	118	2434	33398	98	0	94	500	488	495	16	20	18	34	39	35	49	40	46	2	1	2
Non-Economically Disadvantaged	121	2335	44979	95	0	100	525	510	525	6	9	6	16	21	18	65	64	66	14	6	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	238	4758	78094	96	99	99	552	536	545	2	4	3	15	20	18	82	74	77	1	1	2
All Students (Prior Year)	236	4511	74503	99	97	99	512	485	491	7	10	9	27	34	32	53	50	51	13	6	8
Female	121	2364	38025	97	99	99	560	548	558	1	3	2	12	16	13	86	80	82	1	2	2
Male	117	2393	40013	95	99	99	544	524	534	3	6	5	18	25	23	78	69	71	1	1	1
African American	20	325	4037	91	98	99	534	519	532	0	7	4	19	19	22	81	73	73	0	1	1
Hispanic	103	2424	29068	94	99	99	547	521	523	2	6	5	15	26	27	83	68	67	0	0	1
Asian/Pacific Islander	NC	122	1743	NC	100	100	NC	574	577	NC	1	2	NC	12	9	NC	78	82	NC	9	8
American Indian/Alaskan Native	NC	198	4981	NC	99	100	NC	527	526	NC	4	4	NC	23	25	NC	72	70	NC	1	0
White	103	1689	38265	98	99	99	556	559	564	2	1	2	16	13	11	82	84	84	0	2	3
Students with Disabilities	32	651	9275	94	100	100	468	433	444	4	17	14	46	44	46	50	39	39	0	1	1
Students without Disabilities	206	4108	68892	96	99	98	565	552	559	2	2	2	10	17	14	87	80	82	1	2	2
Limited English Proficient Students	24	586	10084	100	100	100	497	472	474	6	11	10	24	38	39	71	51	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	115	2424	33296	95	96	94	548	523	527	3	6	5	16	27	27	80	66	67	1	1	0
Non-Economically Disadvantaged	123	2335	44871	97	100	100	555	549	559	1	2	2	15	13	12	84	82	84	1	2	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	94	56	45	53	93	57	NA	56	97	51	44	51
	Language	95	47	38	45	95	48	38	48	97	45	41	47
	Mathematics	93	55	52	62	93	58	52	66	96	48	44	52
7	Reading	97	58	44	51	96	53	NA	54	94	47	44	50
	Language	100	64	48	54	97	57	48	58	94	52	48	52
	Mathematics	98	58	47	58	96	55	49	62	95	47	44	50
8	Reading	95	62	49	53	94	59	NA	55	96	52	46	51
	Language	100	56	46	49	95	57	41	52	96	52	47	50
	Mathematics	97	61	53	58	94	61	50	61	96	51	48	53

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Instruction - Student Achievement
- Ü Curriculum - Standards Implementation
- Ü Resource Development and Budget
- Ü Environment/Home-Community Partnership
- Ü Leadership/Staff Development
- Ü Management/Assessment/Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	11.00	Teacher Aide	9.00

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	5	3	0	0
7 to 9 years	8	5	0	0
10 or more years	19	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	151
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	19%

Resources Available at School Site

Special Facilities

- Ü Library Resource Center
- Ü Computer Lab

Extracurricular Activities

- Ü Girls/Boys Basketball & Volleyball
- Ü Girls/Boys Soccer and Track
- Ü Girls/Boys Cross Country
- Ü Student Council
- Ü Chess
- Ü Science Olympics

Social Services

- Ü Tucson City Parks and Recreation
- Ü Before/After School Tutoring
- Ü Clothing Bank
- Ü Food Bank

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü In 2004-2005, Alice Vail Middle School's AIMS-DPA assessment summary scores (as a schoolwide total, grades 6-8) average higher than both the state and district in reading, writing, and mathematics (for almost every category).
- ü Comparing academic growth in 8th grade reading, writing, and mathematics over the years 1999 through 2005, 8th graders showed gains in reading by 9.8%, writing by 39.2%, and math by 38.9%.
- ü Comparing 2004-2005 academic growth in 8th grade reading, writing, and mathematics with 2003-2004, 8th graders showed gains in reading by 12.3%, writing by 17%, and math by 34.6%.
- ü In 2003-2004, Alice Vail's Arizona LEARNS rating was Excelling.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Transfers Out Rates <sup>5</sup>	15	12	12	17
Transfers In Rate <sup>6</sup>	21	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	89	96	95	81
Retention Rate <sup>9</sup>	6	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students are given school/District policy and rules - including lists of consequences for infractions. Students participate in Peer Mediation that promotes safe school issues, including drug-free and violence-free initiatives. Two Counselors and District Resource people are utilized in violence prevention and counseling. Alternative to out-of-school suspension, and Saturday School, are utilized to keep students in school. School Resource Officer is also utilized.

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) :

31
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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	David W. Ross	(520) 584-5400
Transportation Policy	TUSD Transportation (Eastside)	(520) 731-6706
Community Resources	Betty Williams	(520) 584-5422
School Nutrition Programs	James Kennedy	(520) 584-5423
Parent Organization	David W. Ross	(520) 584-5400
Student Health/Nurse	Nancy Kowalski	(520) 584-5417

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).

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Total cost of printing: 12 Pages X .0318 Per page X 25 Copies = \$10.00

\*\* 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.