

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5875 N. Sanders Road, Tucson, AZ 85743

Marana 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	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	Met
2002-03	Met

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Ms. Patricia A. Cadigan  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 4-6  
 2005 Enrollment : 416  
 Web Address : [www.maranausd.org/PR/PRIhome.html](http://www.maranausd.org/PR/PRIhome.html)  
 Phone Number : (520) 616-3700  
 Fax Number : (520) 616-3749  
 E-mail : [p.a.cadigan@maranausd.org](mailto:p.a.cadigan@maranausd.org)

### Mission

Picture Rocks Intermediate offers a caring and safe environment where school pride is evident showing respect for students, teachers, staff, and visitors. Individual differences are recognized, helping students and staff to explore, define and achieve their academic and personal goals.

### School / Academic Goals

- ü Increase student achievement in reading and writing by implementing the newly adopted language arts curriculum. Teachers will work in professional learning teams to study research based strategies to improve the overall achievement of all students.
- ü Students will be literate in basic computer skills and will demonstrate this ability by publishing and researching using computer technology.
- ü Create positive learning environments by: 1)implementing Postive Behavioral Supports 2)improving remedial instruction and promoting enrichment activities.
- ü Leadership committees will focus on improving the implementation of curriculum, instruction and professional development by analysis of student achievement on various assessments and surveys of students, parents and staff.

### Enrollment

October 1, 2004 School Year Student Enrollment : 466  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 25

Instructional Programs

- Ü Standards Based Curriculum
- Ü Special Education
- Ü Title I remedial and SEI programs
- Ü Physical Education
- Ü Speech/Language Services
- Ü Gifted
- Ü Competency Based Guidance Counseling
- Ü Band, Orchestra, Choir and General Music

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Picture Rocks will provide a variety of learning experiences to ensure that every student will acquire academic knowledge, be emotionally healthy, and achieve their personal goals. We will provide a disciplined environment conducive to learning.

Parents

Parents are partners with the school. Parents take responsibility for providing their child with proper clothing, nourishment and to ensure their child attends school. Open communication between home and school is vital.

Transportation Policy

The distance the vast majority of our students live from school makes school bus service essential. Bus riders are supervised by the driver while on the bus. The instructions of the driver must be followed.

School Honors

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

Award/Honor	Year
Ü Staff Recognized as MUSD Heroes in Education	2003
Ü Saint Jude Mathathon Participant 4th grade student	2004
Ü Golf for Kids Fundraiser	2004
Ü Southern Arizona Regional Science Fair Recognition	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	134	1000	78906	98	99	99	487	502	498	18	9	13	22	14	19	46	55	48	13	21	20
All Students (Prior Year)	170	1011	76019	99	99	100	500	508	499	11	8	14	40	35	39	16	15	14	33	41	33
Female	61	486	38644	98	100	99	484	501	500	14	9	12	27	14	19	48	58	49	11	19	19
Male	73	514	40236	97	99	99	489	502	497	22	9	15	18	15	19	45	53	46	15	23	20
African American	NC	29	4087	NC	100	99	NC	425	481	NC	28	20	NC	24	24	NC	40	45	NC	8	11
Hispanic	25	251	31938	100	99	99	469	489	481	29	12	19	33	18	25	29	56	46	10	14	10
Asian/Pacific Islander	--	21	1805	--	100	98	--	525	536	--	5	5	--	5	8	--	63	45	--	26	42
American Indian/Alaskan Native	NC	19	4593	NC	100	100	NC	464	467	NC	35	26	NC	24	29	NC	41	39	NC	0	6
White	103	680	36483	96	99	99	491	509	517	16	7	7	19	13	13	51	56	51	15	25	30
Students with Disabilities	28	130	10664	100	100	100	431	413	430	50	35	42	33	29	27	17	34	26	0	2	5
Students without Disabilities	106	870	68310	96	98	98	501	515	509	10	6	9	20	12	18	54	58	51	16	24	22
Limited English Proficient Students	NC	31	12573	NC	100	100	NC	347	454	NC	28	27	NC	28	30	NC	43	38	NC	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	80	340	38679	94	95	96	489	493	483	20	16	20	23	19	25	42	52	45	14	13	10
Non-Economically Disadvantaged	54	660	40295	100	100	100	483	506	513	15	6	7	21	12	13	52	57	50	12	25	30

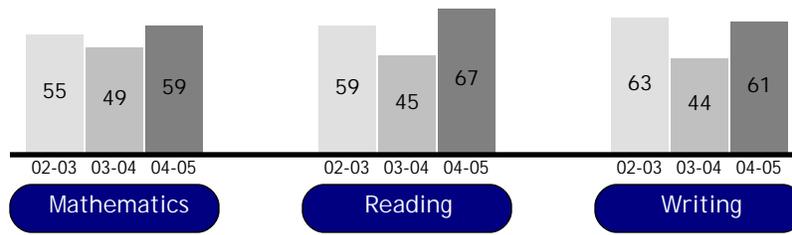
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	1002	78908	98	0	99	487	493	484	7	6	10	26	17	23	55	66	58	12	12	9
All Students (Prior Year)	170	1010	76020	99	99	100	500	509	503	30	18	25	25	24	23	35	43	40	10	15	12
Female	61	487	38648	98	0	99	490	497	489	7	5	8	23	13	22	57	69	61	13	13	10
Male	73	515	40233	97	0	99	486	489	479	8	6	12	28	20	25	54	63	55	11	11	8
African American	NC	29	4092	NC	0	99	NC	421	473	NC	16	12	NC	20	28	NC	60	54	NC	4	5
Hispanic	25	251	31940	100	0	99	472	483	465	10	7	16	33	20	32	48	65	49	10	8	3
Asian/Pacific Islander	--	21	1805	--	0	98	--	505	507	--	5	4	--	11	13	--	63	65	--	21	18
American Indian/Alaskan Native	NC	19	4569	NC	0	100	NC	464	457	NC	18	18	NC	35	39	NC	47	41	NC	0	2
White	103	682	36502	96	0	99	492	499	502	6	4	4	23	15	14	58	67	67	13	14	15
Students with Disabilities	28	131	10665	100	0	100	427	410	423	21	24	30	54	36	36	25	38	31	0	3	2
Students without Disabilities	106	871	68312	96	0	98	503	505	493	4	3	7	19	14	21	63	70	62	14	13	10
Limited English Proficient Students	NC	31	12556	NC	0	100	NC	341	436	NC	21	24	NC	26	40	NC	51	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	80	341	38662	94	0	96	491	487	468	9	9	16	28	22	32	49	61	49	14	9	3
Non-Economically Disadvantaged	54	661	40315	100	0	100	483	496	498	6	4	5	23	14	15	63	68	66	8	13	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	137	1004	78750	100	100	99	487	505	500	7	4	6	32	24	29	60	71	63	1	2	2
All Students (Prior Year)	169	1009	75673	99	99	100	491	522	530	29	13	12	27	26	25	42	58	58	2	3	4
Female	62	487	38586	100	100	99	499	518	515	5	2	4	25	17	22	68	79	71	2	2	3
Male	75	517	40135	100	99	99	478	493	486	9	5	8	38	30	35	53	63	56	0	1	1
African American	NC	29	4081	NC	100	99	NC	448	488	NC	12	8	NC	20	32	NC	68	59	NC	0	2
Hispanic	25	250	31841	100	98	99	495	500	483	0	4	8	43	30	36	57	65	55	0	1	1
Asian/Pacific Islander	--	21	1802	--	100	98	--	530	533	--	0	2	--	16	16	--	79	75	--	5	7
American Indian/Alaskan Native	NC	19	4586	NC	100	100	NC	487	481	NC	6	8	NC	41	37	NC	53	54	NC	0	1
White	106	685	36440	99	100	99	485	509	516	9	3	3	29	22	22	61	73	71	1	2	4
Students with Disabilities	28	131	10622	100	100	100	398	403	415	38	19	21	33	42	50	29	34	28	0	5	1
Students without Disabilities	109	873	68196	99	98	98	509	520	513	0	1	3	32	21	25	67	76	69	1	1	3
Limited English Proficient Students	NC	31	12504	NC	100	100	NC	348	451	NC	13	12	NC	45	44	NC	30	43	NC	13	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	82	342	38558	96	95	96	493	496	485	7	6	8	38	34	37	55	59	54	0	0	1
Non-Economically Disadvantaged	55	662	40260	100	100	100	480	510	514	8	2	3	25	19	21	66	76	72	2	2	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.

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
4	Reading	98	59	66	52	100	51	NA	56	97	48	54	48
	Language	98	51	58	48	100	43	56	52	97	50	55	49
	Mathematics	98	59	67	57	100	54	66	61	98	56	59	53
5	Reading	99	57	61	50	96	48	NA	55	97	54	57	50
	Language	99	47	53	46	98	38	51	49	97	51	56	50
	Mathematics	99	51	66	57	98	51	67	63	97	48	56	49
6	Reading	99	55	64	53	99	53	NA	56	99	53	59	51
	Language	99	43	56	45	99	41	51	48	99	46	53	47
	Mathematics	99	57	73	62	99	57	71	66	99	53	60	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/](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)
- 3 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Student Discipline
- Ü Instructional Strategies
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Regular Student Attendance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	22.50
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	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.	28
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 Computer Lab with Internet
- Ü Title I Media Centers
- Ü Library/Media Center

Extracurricular Activities

- Ü Student Council
- Ü Talent Show
- Ü Afterschool Clubs and Activites
- Ü Get Fit Club
- Ü Afterschool Tutoring and Mentoring

Social Services

- Ü Desert Winds Wellness Center
- Ü Drug Awarness Resistance Education
- Ü LINKS Counseling Services
- Ü Clothing Bank
- Ü Crisis Intervention
- Ü Title I Parent Involvment Nights
- Ü Health Services
- Ü Desert Winds LEAP (Day care program)

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Increase in math achievement. In the 4th grade, 80% of students met and exceeded the standards. 5th and 6th grades also showed gains. A new math program implemented two years ago has assisted teachers becoming more skilled in math instruction.
- ü Increase in student participation in reading incentive programs including Bikes for Books and Reading Champions.
- ü Increase in student engagement and decreased disciplinary action is linked to the implementation of PBS. Providing a positive learning environment, students are encouraged to take responsibility for their learning and behavior.
- ü Picture Rocks Intermediate runs a jumpstart program for third graders that are transitioning to the new school. Students are given the opportunity to get a head start on reading and math instruction prior to school starting.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	100	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	24	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	2	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>	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

We have implemented Positive Behavioral Supports school wide. Our focus is recognizing positive behaviors and re-teaching when inappropriate behaviors occur. Our motto, "Soar with 4" means to Be Here, Be Ready; Be Responsible; Be Respectful; and Be Safe.

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) :

3

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	Patricia A. Cadigan	(520) 616-3700
Transportation Policy	Don Powers	(520) 682-1055
Community Resources	Christina Noreiga	(520) 579-4920
School Nutrition Programs	James Remete	(800) 682-4737
Parent Organization	Patricia Cadigan	(520) 616-3700
Student Health/Nurse	Debbie Allen	(520) 616-3700

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."

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.