



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4101 West Hardy Road, Tucson, AZ 85742

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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Jane M D'Amore
Schedule : 7:00 AM to 4:00 PM
Grades : 7-8
2005 Enrollment : 1080
Web Address : www.maranausd.org/tm
Phone Number : (520) 579-4630
Fax Number : (520) 579-4646
E-mail : j.m.damore@maranausd.org

Mission

Our mission is to provide students with instruction grounded in standards-based curriculum, promote lifelong learning and foster a strong academic foundation that empowers each student to develop a personal vision and plan for their future. Tortolita focuses on the on the health and well-being of the whole child by incorporating curriculum that addresses student's emotional, social and health needs.

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 / Academic Goals

- Tortolita will provide standards-based instruction in a variety of modalities. Our staff is committed to providing each student the opportunity to achieve curriculum standards and successfully meet and exceed Arizona State Standards.
Tortolita will foster a disciplined environment conducive to learning. Students will practice good decision-making while demonstrating model school citizenship skills.
Tortolita will provide a wide variety of student-centered activities to foster social and emotional development including after school academic and social programs, sports competitions and events, and community sponsored learning activities.
Tortolita will provide opportunities for service learning and community outreach for all students to promote social responsibility and civic duty.

Enrollment

October 1, 2004 School Year Student Enrollment : 1087
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 62

Instructional Programs

- Ü Standards-Based Instruction
- Ü Integrated Curriculum
- Ü On-site Special Education
- Ü Gifted Education
- Ü Teaming Model
- Ü Middle School Philosophy
- Ü Research-Based Instruction
- Ü Content Area Reading Enrichment

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 6 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Tortolita takes pride in maintaining parent/school communication. Our team-centered organizational structure guarantees an optimal learning environment. Teams continually evaluate and assess student progress, and parent communication is a priority. We also provide continuous updates on progress and assessment through on-line assessment data information and an award winning school website designed to keep parents informed.

Parents

Parents must provide their child with a stable, nurturing home environment. We reinforce the importance of regular school attendance. Parents are encouraged to volunteer at school and attend school events. Our parents are involved in district and school level parent organizations which meet the first Monday of each month. Parents are also encouraged to connect with community partners to advocate for and model safe, healthy parent/child interactions.

Transportation Policy

Marana district encompasses 550 square miles. Our drivers receive training beyond state requirements. Every effort is made to transport students to and from school in a safe and timely manner. We provide special transportation services for special needs students. We also provide transportation to educational field trips, athletic competitions, music festivals and events and club sponsored activities. We believe students should be exposed to a variety of diverse events and experiences.

School Honors

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

Award/Honor	Year
Ü Top Ten Arizona Teacher of the Year	2003
Ü Arizona Technology in Ed Most Outstanding Website	2004
Ü National Blue Ribbon Award for Excellence	2000
Ü O.M. Hartzell Award for Excellence in Music Education	2003

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	571	1094	78250	100	100	99	565	552	548	9	15	21	17	18	18	60	57	48	14	10	13
All Students (Prior Year)	582	1091	75001	99	99	99	477	470	468	25	33	37	43	40	36	20	17	16	11	10	10
Female	269	533	38071	100	100	99	563	554	549	9	12	20	19	18	19	61	60	49	11	9	12
Male	302	559	40126	100	99	99	567	550	547	10	17	23	14	19	17	60	53	46	16	11	14
African American	19	30	4058	100	94	99	537	515	523	28	32	32	17	18	22	50	46	41	6	4	5
Hispanic	135	268	29129	100	100	99	552	540	527	12	22	32	23	22	23	56	50	40	9	7	6
Asian/Pacific Islander	10	12	1747	91	92	100	574	574	589	10	8	9	10	8	9	70	75	50	10	8	32
American Indian/Alaskan Native	10	25	4996	100	100	100	559	515	518	13	18	36	13	27	25	63	50	36	13	5	4
White	397	759	38320	99	99	99	571	559	568	8	12	12	15	17	14	62	59	55	16	12	19
Students with Disabilities	67	151	9329	100	100	100	503	468	454	37	50	64	28	28	18	32	20	16	3	1	2
Students without Disabilities	504	943	68996	100	99	99	574	565	561	6	9	16	15	17	18	64	62	52	15	11	14
Limited English Proficient Students	10	38	10133	100	100	100	472	416	488	18	43	45	24	28	25	59	30	28	0	0	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	95	306	33388	90	92	94	549	539	530	19	26	32	21	22	22	53	47	40	6	5	5
Non-Economically Disadvantaged	476	788	44937	100	100	100	569	558	561	7	10	13	16	17	15	62	61	54	15	12	18

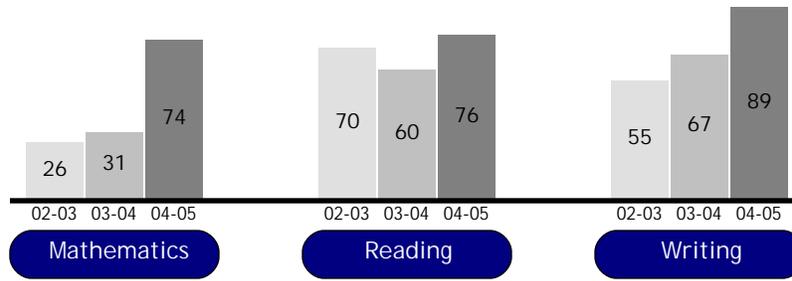
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	569	1091	78302	99	0	99	529	516	512	4	8	11	20	24	25	67	62	57	9	6	7
All Students (Prior Year)	581	1086	74918	99	99	99	511	502	497	19	26	32	20	20	19	41	38	35	19	15	15
Female	268	531	38082	99	0	99	532	523	518	2	5	8	18	21	24	72	68	61	7	6	7
Male	301	559	40166	99	0	99	527	509	507	5	11	14	23	27	26	62	56	54	10	7	6
African American	19	30	4064	100	0	100	518	490	498	6	14	14	33	32	29	61	54	54	0	0	3
Hispanic	134	265	29152	100	0	99	519	506	492	3	10	17	22	26	34	69	59	46	6	5	2
Asian/Pacific Islander	10	12	1746	91	0	100	544	538	542	0	0	5	10	17	13	80	75	66	10	8	16
American Indian/Alaskan Native	10	25	4993	100	0	100	535	485	484	0	18	19	25	14	38	75	68	42	0	0	1
White	396	759	38347	99	0	99	533	520	531	4	6	5	19	24	17	66	63	68	10	7	10
Students with Disabilities	67	151	9353	100	0	100	468	437	429	20	31	40	48	44	38	32	24	22	0	1	1
Students without Disabilities	502	940	69024	99	0	99	538	528	524	1	4	7	17	21	23	72	68	62	10	7	7
Limited English Proficient Students	10	38	10140	100	0	100	440	387	451	0	20	28	53	48	43	47	31	29	0	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	94	304	33398	90	0	94	514	502	495	6	15	18	30	33	35	59	50	46	4	2	2
Non-Economically Disadvantaged	475	787	44979	100	0	100	533	521	525	3	5	6	18	21	18	69	67	66	10	8	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	570	1088	78094	99	99	99	565	558	545	1	1	3	10	12	18	87	85	77	2	1	2
All Students (Prior Year)	582	1091	74503	99	99	99	520	501	491	6	7	9	28	31	32	53	52	51	14	10	8
Female	268	531	38025	99	99	99	576	571	558	0	0	2	6	7	13	93	92	82	2	1	2
Male	302	556	40013	100	99	99	554	545	534	2	3	5	14	18	23	82	78	71	2	1	1
African American	19	30	4037	100	94	99	548	529	532	0	0	4	28	29	22	72	71	73	0	0	1
Hispanic	135	264	29068	100	100	99	553	549	523	2	2	5	13	17	27	84	80	67	1	1	1
Asian/Pacific Islander	10	12	1743	91	92	100	575	575	577	0	0	2	0	0	9	100	100	82	0	0	8
American Indian/Alaskan Native	10	25	4981	100	100	100	585	536	526	0	5	4	13	14	25	88	82	70	0	0	0
White	396	757	38265	99	99	99	569	563	564	1	1	2	8	10	11	88	87	84	2	2	3
Students with Disabilities	66	150	9275	99	100	100	499	470	444	6	6	14	36	44	46	56	49	39	2	1	1
Students without Disabilities	504	938	68892	100	99	98	573	572	559	0	1	2	7	7	14	91	90	82	2	1	2
Limited English Proficient Students	10	38	10084	100	100	100	471	423	474	0	4	10	29	38	39	65	57	50	6	2	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	95	302	33296	90	91	94	553	550	527	2	2	5	15	17	27	83	80	67	0	0	0
Non-Economically Disadvantaged	475	786	44871	100	100	100	567	561	559	1	1	2	9	11	12	88	87	84	2	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.

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
7	Reading	99	67	62	51	98	62	NA	54	99	59	55	50
	Language	99	68	63	54	98	61	59	58	99	60	57	52
	Mathematics	99	71	64	58	99	67	63	62	99	58	55	50
8	Reading	100	66	61	53	98	61	NA	55	99	59	54	51
	Language	99	62	57	49	99	57	56	52	99	56	52	50
	Mathematics	98	69	61	58	99	69	65	61	99	62	57	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)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Community Relations
- Ü Scheduling and Long-Term Planning
- Ü Team decision-making

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	7.00	Teacher Aide	7.00

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	8	4	0	0
7 to 9 years	13	2	0	0
10 or more years	18	3	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	202
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü Library and Multimedia Lab
- Ü Internet Research Lab
- Ü Cougar's Den Alternative Classroom

Extracurricular Activities

- Ü Fine Arts/Drama/Band/Orchestra/Choir/Art
- Ü Computer/Technology Club
- Ü Student Council/Spanish Club
- Ü National Junior Honor Society
- Ü Kiwanis Sponsored Builders Club
- Ü After School Homework Haven
- Ü After School Tutorial

Social Services

- Ü Peer Mediation
- Ü Crisis Intervention/DARE Officer
- Ü School Safety Probation Officer
- Ü Lunch Program/Advisor-Advisee Program
- Ü Group Counseling Sessions
- Ü Individual Intervention Counseling
- Ü Community Sponsored Group Counseling
- Ü District Social/Mental Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Created an on-site alternative program for at-risk students that integrates technology and basic skills. Students are assessed using a standards-based reporting system and participate in Service Learning activities as part of their curriculum.

- ü Tortolita implemented a new schedule which integrates reading across the curriculum and a reading literacy program. Teachers teach reading daily through an integrated approach that promotes reading for understanding and reinforces reading standards.

- ü Tortolita created a student directed website which won a state level award for it's interactive and informative services. It provides a board range of information and services to parents and students.

- ü Tortolita's music program continues to be honored with superior distinctions in band, orchestra and choir. Our extensive program has been honored at both state and local levels for it's creative, excelling performances.

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	6	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	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

Our staff is trained in various positive discipline techniques. Our team philosophy utilizes a collaborative and consistent method of developing behavior interventions that redirect and change behavior. We encourage the use of mentoring programs for students and have an alternative school for students at risk of academic failure. We have 'Teen Court,' a probation officer and a school DARE officer. Our total number of serious incidents on campus has steadily decreased over the past four years.

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) :

42

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	Jane D'Amore	(520) 579-4600
Transportation Policy	Don Powers	(520) 682-4787
Community Resources	Tamara Crawley	(520) 616-4526
School Nutrition Programs	Judie Crawford	(520) 682-4770
Parent Organization	Jennifer Reichenbach	(520) 579-4600
Student Health/Nurse	Judie Crawford	(520) 682-4770

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 300 Copies = \$114.00

** 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.