



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5801 N Sabino Canyon Rd, Tucson, AZ 85750

Catalina Foothills 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 Excelling
2003-04 Excelling
2002-03 Excelling

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

School Overview

Principal/Administrator : Mr. Brian Barry Lorimer
Schedule : 07:00 AM to 03:30 PM
Grades : 6-8
2005 Enrollment : 603
Web Address : www.cfsd.k12.az.us/~ecwww
Phone Number : (520) 577-5330
Fax Number : (520) 577-5334
E-mail : bbl@cfsd.k12.az.us

Mission

ECMS focuses on adolescents' transitional needs and inspires and empowers all students to achieve their academic and personal best through enriching/dynamic programs which develop character, responsible citizenship, and a desire for lifelong learning.

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

- Each Esperero student will meet or exceed performance standards in all subject areas.
Each Esperero teacher, by working in collaborative teams, will identify individual student learning needs and will develop strategies to support students in improving their performance.
Each Esperero student will set and monitor goals for individual learning, development of Habits of Mind, and development of character attributes necessary to exemplify responsible citizenship.

Enrollment

October 1, 2004 School Year Student Enrollment : 609
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 27

Instructional Programs

- Ü Gifted Program
- Ü On-site Special Education
- Ü Foreign Language Requirement (6-8)
- Ü Fine Arts Program (6-8)
- Ü Intervention Programs (6-8)
- Ü Learning Support Programs (6-8)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school supports students through orientations; transition programs; counseling; differentiated instruction; open houses; weekly newsletters; student-led conferences with teachers and parents; progress & quarterly reports; drug and weapons-free campus; Homework Hotlyn; regular communication with parents; student handbook.

Parents

Parents should provide a safe home environment that supports a love of learning and development of good study habits. Parents are responsible for proper clothing and nourishment, student attendance, and transportation to and from school if applicable.

Transportation Policy

Transportation is provided to and from the school for students with disabilities who require transportation as indicated by their needs, and for students residing within a school attendance area living more than 3/4 mile from the school.

School Honors

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

Award/Honor	Year
Ü Arizona Educational Foundation A+ School Award	2001
Ü Arizona Student Council Representative of the Year	2004
Ü Future Problem Solving AZ Middle Division State Champs	2005
Ü USDE National Blue Ribbon Schools Award	2002

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	199	423	78250	97	97	99	611	612	548	3	4	21	6	4	18	50	48	48	41	44	13
All Students (Prior Year)	213	439	75001	98	99	99	529	531	468	3	3	37	27	27	36	31	27	16	39	42	10
Female	95	195	38071	95	95	99	609	610	549	2	3	20	10	6	19	48	52	49	40	39	12
Male	104	228	40126	98	98	99	613	613	547	4	4	23	2	3	17	52	45	46	42	47	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	25	46	29129	100	100	99	596	599	527	8	4	32	4	9	23	56	54	40	32	33	6
Asian/Pacific Islander	13	34	1747	100	100	100	649	650	589	0	0	9	0	0	9	42	35	50	58	65	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	159	335	38320	94	94	99	611	610	568	3	4	12	6	4	14	50	48	55	42	44	19
Students with Disabilities	21	51	9329	95	100	100	532	515	454	25	29	64	35	24	18	35	41	16	5	6	2
Students without Disabilities	178	372	68996	97	96	99	620	625	561	1	0	16	2	2	18	52	49	52	45	49	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	11	23	33388	85	88	94	518	555	530	40	24	32	30	14	22	30	57	40	0	5	5
Non-Economically Disadvantaged	188	400	44937	97	97	100	616	615	561	1	3	13	4	4	15	51	48	54	43	46	18

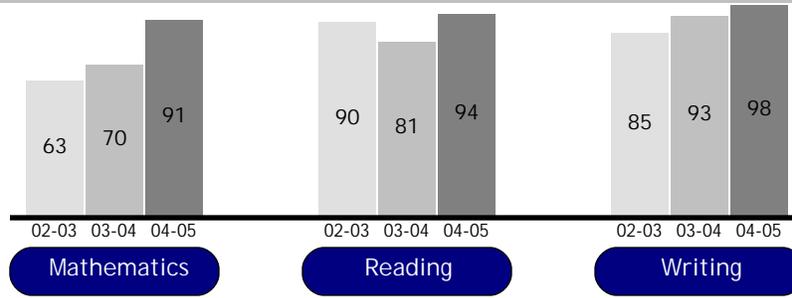
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	200	426	78302	97	0	99	566	560	512	2	2	11	4	6	25	71	69	57	23	23	7
All Students (Prior Year)	213	440	74918	98	99	99	539	534	497	8	11	32	12	12	19	45	42	35	36	35	15
Female	95	196	38082	95	0	99	567	564	518	2	2	8	4	4	24	70	71	61	23	22	7
Male	105	230	40166	99	0	99	565	556	507	2	2	14	4	7	26	72	68	54	22	23	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	25	46	29152	100	0	99	549	545	492	8	4	17	8	17	34	68	65	46	16	13	2
Asian/Pacific Islander	13	34	1746	100	0	100	577	572	542	0	0	5	0	3	13	58	61	66	42	35	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	160	338	38347	95	0	99	568	561	531	1	2	5	4	4	17	72	70	68	23	23	10
Students with Disabilities	21	51	9353	95	0	100	505	479	429	20	18	40	20	31	38	55	47	22	5	4	1
Students without Disabilities	179	375	69024	97	0	99	573	571	524	0	0	7	2	2	23	73	73	62	25	25	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	11	24	33398	85	0	94	495	507	495	20	14	18	20	23	35	60	64	46	0	0	2
Non-Economically Disadvantaged	189	402	44979	98	0	100	570	563	525	1	2	6	3	5	18	72	70	66	24	24	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	201	430	78094	98	98	99	608	595	545	0	1	3	2	3	18	89	88	77	9	7	2
All Students (Prior Year)	212	437	74503	98	99	99	570	562	491	2	3	9	5	9	32	68	62	51	25	26	8
Female	96	198	38025	96	97	99	611	606	558	0	1	2	0	1	13	89	89	82	11	9	2
Male	105	232	40013	99	100	99	605	587	534	0	1	5	3	5	23	89	88	71	8	6	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	25	46	29068	100	100	99	595	588	523	0	0	5	4	4	27	84	87	67	12	9	1
Asian/Pacific Islander	13	34	1743	100	100	100	627	604	577	0	3	2	0	0	9	83	81	82	17	16	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	161	342	38265	95	96	99	608	596	564	0	1	2	1	3	11	90	89	84	8	7	3
Students with Disabilities	20	50	9275	91	100	100	564	510	444	0	6	14	16	21	46	79	71	39	5	2	1
Students without Disabilities	181	380	68892	98	98	98	612	607	559	0	1	2	0	1	14	90	90	82	10	8	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	11	24	33296	85	92	94	546	558	527	0	0	5	20	18	27	80	82	67	0	0	0
Non-Economically Disadvantaged	190	406	44871	98	99	100	611	598	559	0	1	2	1	2	12	90	89	84	10	8	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	96	83	83	53	97	86	NA	56	98	73	74	51
	Language	99	79	78	45	98	81	79	48	98	73	72	47
	Mathematics	99	92	91	62	98	93	92	66	98	79	80	52
7	Reading	96	80	78	51	96	85	NA	54	98	74	74	50
	Language	98	82	81	54	99	87	86	58	98	77	77	52
	Mathematics	98	91	89	58	98	92	92	62	98	79	76	50
8	Reading	98	84	81	53	99	81	NA	55	97	74	74	51
	Language	99	84	82	49	99	82	80	52	97	74	73	50
	Mathematics	99	90	90	58	99	87	89	61	97	81	80	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

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

Council Duties

- Ü School Strategic Planning
- Ü School Goals
- Ü School/Community Relations
- Ü Align w/CFSD Character Ed. Strategy

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	39.00
Other Professional Staff	4.50	Teacher Aide	8.40

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	5	0	0
4 to 6 years	3	4	0	0
7 to 9 years	1	5	0	1
10 or more years	4	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	151
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Labs (2)
- Ü Health Office
- Ü In-School Solutions Room

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Intramural Sports
- Ü Extended-day Classes
- Ü Trial of Activities for Adolescent Girls

Social Services

- Ü After School Study Hall
- Ü After School Athletic Program
- Ü Counseling Services
- Ü Health Services

School Achievements/Accomplishments 2004-05

- ü Goal 1 - Student Code of Honor  
 Students (Grades 6-8) created the code through a year-long, schoolwide effort. The Student Code of Honor forms the foundation of our school value system, and students use it to set personal and behavioral goals.
- ü Goal 2 - Student-led Conferences  
 99.4% Parent (Grades 6-8) rate of participation  
 How beneficial are Student-led Conferences?  
 Parents:  
 91.1% Very  
 7.3% Somewhat  
 1.6% Not beneficial  
 Students:  
 73.5% Very  
 22.9% Somewhat  
 3.6% Not beneficial
- ü Goal 3 - Writing: percentage of students earning at least a 4 on the 6 point six traits rubric: Grade 6: Pretest 11%; Post 75%, Grade 7: Pretest 21%; Post 59%, Grade 8: Pretest 20%; Post 70%
- ü Goal 4 - Accelerated Reader (AR) as part of Seminar Class: 100% of students participated in (AR).

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	8	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	100	96	95	81
Retention Rate <sup>9</sup>	0	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

Security is enhanced through intervention programs for at-risk students and students in crisis; increased physical security; enhanced ability to communicate with Police & Fire Departments; establishment of secure lock-down areas & evacuation routes.

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) :

26

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	Brian Lorimer	(520) 577-5330
Transportation Policy	Sandra Thompson	(520) 299-6446
Community Resources	Joan Marrs	(520) 577-5304
School Nutrition Programs	Al Delgato	(520) 577-5078
Parent Organization	Debbie McCullough	(520) 577-5330
Student Health/Nurse	Vivien Petersen	(520) 577-5330

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 100 Copies = \$38.00

\*\* 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.