



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

350 W Sahuarita Rd, Sahuarita, AZ 85629

Sahuarita Unified District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Katherin Shiba
 Schedule : 08:00 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 858
 Web Address : www.sahuarita.k12.az.us
 Phone Number : (520) 625-3502
 Fax Number : (520) 399-1870
 E-mail : kshiba@sahuarita.k12.az.us

Mission

Sahuarita Unified School District will provide the highest quality education for all students to reach their maximum potential by using all resources available to the district and by providing a safe environment conducive to 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

- Students will maintain high academic and behavioral standards by utilizing Life Skills in a zero-tolerance school atmosphere.
- Students will improve their academic skills using integrated technology, higher-level thinking skills and basic skills. The state standards are integrated into the curriculum and taught daily in all classrooms through focus lessons.
- Students will participate in school and community service activities to promote lifelong learning and foster the desire to become an active member of their community.
- Students will learn how to take tests without test anxiety by practicing test-taking techniques on a weekly basis.

Enrollment

October 1, 2004 School Year Student Enrollment : 738
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 21

Instructional Programs

- ü Prevention Programs
- ü Gifted/ELL
- ü Honors/Advanced Placement/Sci. Olympiad
- ü Classes for At-risk Students
- ü 7 Habits/Leadership Classes
- ü Special Education/Inclusion Programs
- ü Drama/Art/Technology/Media/Yearbook
- ü Music/Band/Choir/Orchestra programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 12 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide report cards at midterm and at nine-week grading periods. Parent-Teacher conferences are held twice a year. Written school expectations, bus rules and discipline procedures are provided to the students in a Student Handbook/Planner.

Parents

Parents need to send their children to school on time daily. They are encouraged to participate in their child's education by responding to any contact from the school, discussing their work, and participating in parent conferences. Parents are welcome at any time.

Transportation Policy

Sahuarita Unified School District #30 is more than 606 square miles. We have 34 bus routes and average more than 2,500 miles daily to pick up and deliver over 2500 students. We have 45 pieces of equipment. Transportation is contracted out to Laidlaw.

School Honors

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

Award/Honor	Year
ü Outstanding Student Council Award (2002-2005)	2005
ü ASA Middle level Arizona Principal of the year	2001
ü Small and Rural School Pima County Teacher of the Year	2004
ü NAESP/VALIC National Distinguished Principal of the Yr.	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	275	275	78250	98	99	99	573	573	548	12	12	21	14	14	18	52	52	48	22	22	13
All Students (Prior Year)	212	212	75001	99	99	99	478	478	468	26	26	37	43	43	36	21	21	16	11	11	10
Female	138	138	38071	98	98	99	573	573	549	12	12	20	15	15	19	50	50	49	23	23	12
Male	137	137	40126	99	99	99	572	572	547	12	12	23	13	13	17	55	55	46	21	21	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	117	117	29129	100	100	99	555	555	527	16	16	32	20	20	23	51	51	40	12	12	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	140	140	38320	95	95	99	587	587	568	9	9	12	9	9	14	52	52	55	30	30	19
Students with Disabilities	29	29	9329	100	100	100	498	498	454	58	58	64	19	19	18	19	19	16	4	4	2
Students without Disabilities	249	249	68996	99	99	99	581	581	561	6	6	16	13	13	18	56	56	52	24	24	14
Limited English Proficient Students	11	11	10133	100	100	100	527	527	488	32	32	45	32	32	25	32	32	28	5	5	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	137	137	33388	99	99	94	564	564	530	17	17	32	14	14	22	50	50	40	19	19	5
Non-Economically Disadvantaged	141	141	44937	100	100	100	581	581	561	7	7	13	13	13	15	55	55	54	24	24	18

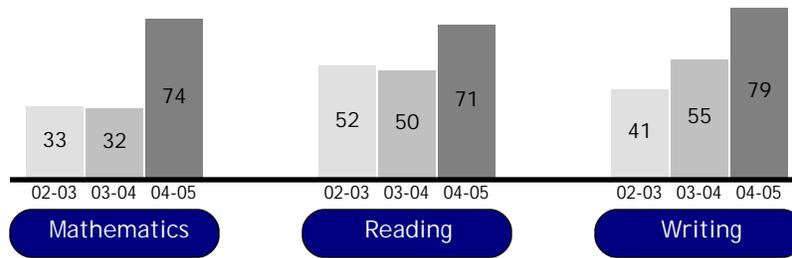
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	275	275	78302	98	0	99	522	522	512	10	10	11	19	19	25	64	64	57	7	7	7
All Students (Prior Year)	212	212	74918	99	99	99	501	501	497	27	27	32	23	23	19	32	32	35	18	18	15
Female	138	138	38082	98	0	99	526	526	518	8	8	8	20	20	24	64	64	61	8	8	7
Male	137	137	40166	99	0	99	518	518	507	12	12	14	18	18	26	65	65	54	6	6	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	116	116	29152	100	0	99	505	505	492	15	15	17	26	26	34	55	55	46	4	4	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	141	141	38347	96	0	99	535	535	531	6	6	5	13	13	17	72	72	68	9	9	10
Students with Disabilities	29	29	9353	100	0	100	452	452	429	58	58	40	31	31	38	12	12	22	0	0	1
Students without Disabilities	249	249	69024	99	0	99	530	530	524	4	4	7	17	17	23	71	71	62	8	8	7
Limited English Proficient Students	11	11	10140	100	0	100	472	472	451	32	32	28	41	41	43	27	27	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	136	136	33398	98	0	94	510	510	495	16	16	18	20	20	35	58	58	46	5	5	2
Non-Economically Disadvantaged	142	142	44979	100	0	100	533	533	525	4	4	6	17	17	18	70	70	66	9	9	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	274	274	78094	98	98	99	547	547	545	2	2	3	19	19	18	79	79	77	0	0	2
All Students (Prior Year)	212	212	74503	99	99	99	491	491	491	12	12	9	34	34	32	46	46	51	9	9	8
Female	138	138	38025	98	98	99	557	557	558	0	0	2	16	16	13	84	84	82	0	0	2
Male	136	136	40013	98	99	99	536	536	534	4	4	5	22	22	23	73	73	71	1	1	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	116	116	29068	100	100	99	533	533	523	3	3	5	26	26	27	71	71	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	140	140	38265	95	95	99	558	558	564	2	2	2	13	13	11	85	85	84	1	1	3
Students with Disabilities	28	28	9275	97	100	100	479	479	444	8	8	14	72	72	46	20	20	39	0	0	1
Students without Disabilities	249	249	68892	99	99	98	555	555	559	1	1	2	13	13	14	85	85	82	0	0	2
Limited English Proficient Students	11	11	10084	100	100	100	492	492	474	9	9	10	55	55	39	36	36	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	136	136	33296	98	99	94	532	532	527	4	4	5	22	22	27	74	74	67	0	0	0
Non-Economically Disadvantaged	141	141	44871	100	100	100	561	561	559	0	0	2	16	16	12	83	83	84	1	1	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	97	63	63	53	99	65	NA	56	98	57	57	51
	Language	97	61	61	45	99	64	64	48	98	50	50	47
	Mathematics	98	84	83	62	99	85	85	66	99	60	60	52
7	Reading	99	60	60	51	96	61	NA	54	99	58	58	50
	Language	97	65	65	54	97	71	71	58	99	57	57	52
	Mathematics	97	73	73	58	96	78	78	62	98	61	61	50
8	Reading	94	58	58	53	87	61	NA	55	99	54	54	51
	Language	94	55	55	49	89	58	56	52	99	53	53	50
	Mathematics	95	71	71	58	85	76	74	61	99	61	61	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

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

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Assist in Reaching School Goals
- Ü Parent/Educator Relations
- Ü Curriculum and Textbook Review
- Ü New Programs/schedules

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	7.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	168
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	95%

Resources Available at School Site

Special Facilities

- Ü Full Performance Aud./Gym
- Ü Olympic-size Swimming Pool
- Ü Science, PC, Mac Computer labs
- Ü Media Center

Extracurricular Activities

- Ü Positive Incentive Program
- Ü Boys/Girls Athletics
- Ü Student Council and NJHS
- Ü Chess Club/Ecology Club/Weight Club
- Ü Band/Choir/Cat Cash Store/sign lang club
- Ü Yearbook/Newspaper Staff/debate club
- Ü Video Crew/Reporters for School News
- Ü Drama/Youth Services Clubs/story tellers

Social Services

- Ü Afterschool and Lunch Tutoring Services
- Ü Breakfast/Lunch Programs
- Ü Counseling Services
- Ü Health/Immunization/Dental Services
- Ü community service projects
- Ü Girls Talk
- Ü On Campus Wellness Center
- Ü White Elephant/Trico Financial Support

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü From 1998-2005 Stanford 9 test,AIMS scores and student grades have increased significantly. The school has earned the rating of "Highly Performing" each year since put in place.

- ü The number of clubs and athletic activities have continued to increase again this year. Currently there are 17 clubs offered to the students of Sahuarita Middle School. Different athletic activities are offered each quarter.

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	7	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

A school uniform dress code is in place. IDs are worn by all students and staff. The district has a zero-tolerance policy for drugs, alcohol, gangs and weapons. All guests must sign-in at the office and wear a name tag. Above all, we have high expectations for ourselves and our students.

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) :

6

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	Katherin Shiba	(520) 625-3502
Transportation Policy	Fred Huff	(520) 625-3502
Community Resources	Barbara Smith	(520) 625-3502
School Nutrition Programs	Alice Sanchez	(520) 625-3502
Parent Organization		
Student Health/Nurse	Deborah Ramerez	(520) 625-3502

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."

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.

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 200 Copies = \$76.00

** 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.