

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

12955 E. Colossal Cave Road, Vail, AZ 85641

Vail 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	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 : Mrs. Lauren Peterson
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-4
 2005 Enrollment : 627
 Web Address : aca.vail.k12.az.us/
 Phone Number : (520) 762-2200
 Fax Number : (520) 762-9849
 E-mail : peterstonl@vail.k12.az.us

Mission

MISSION--Acacia Elementary's Mission is academic excellence, community service and social responsibility in a safe, nurturing environment. We promote a shared responsibility among the home, child, school and community which develops caring children committed to lifelong learning.

School / Academic Goals

- ü Writing: 85% of students will improve their writing ability one level in at least 3 of the 6 Traits of Writing. Students who are performing at level 4, 5, or 6 are expected to continue to meet the standard.
- ü Reading: Eighty-five percent (85%) of students will read at an instructional level on grade level appropriate text using CBM (Curriculum Based Measurement) & DIBELS.
- ü Math: 80% of students will achieve an instructional level on a CBM probe measuring a grade level appropriate skill.
- ü Parent Communication: 95% of teachers will create a monthly newsletter which will be sent home in hard copy and posted on the web page.

Enrollment

October 1, 2004 School Year Student Enrollment : 581
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

- ü Curriculum Based Management Instruction
- ü Title I Reading Program
- ü Special Education Inclusion Program
- ü ELP Gifted Program
- ü Reteach/Enrich Program
- ü 1/2 Day Kindergarten Program
- ü Special Education Preschool
- ü Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school is a community of learners. We care about our students and have a high priority to keep class sizes small. We are committed to provide a quality education for our students. We respect parents and their values and operate on their behalf. We believe learning extends well beyond the classroom. We uphold traditional values such as respect, personal and social responsibility, honesty and hard work. We constantly look for better and more efficient ways of accomplishing our mission.

Parents

Acacia parents are to put their child's regular daily attendance as a top priority. Help schedule a regular time each day for the child to complete homework assignments and read with their child every day. We encourage parents to positively reinforce their child's efforts by displaying papers and classwork at home and be supportive through continuous communication with the school. We invite our parents to take an active role in our school through classroom visits and volunteering at our school.

Transportation Policy

Regular school bus transportation is provided. Acacia students will conduct themselves in a respectful, orderly fashion. Acacia's goal is to ensure the safety of all children as they ride the school bus by following all bus conduct rules. An afterschool activity bus runs every day to transport students home after extracurricular activities. Our district's transportation department covers a distance of over 400 square miles.

School Honors

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

Award/Honor	Year
ü Arizona Department of Education Advisory Committee	2005
ü Teacher of the Year - Vail Pride Day	2005
ü North Central Association Accreditation	2003
ü Highlighted on 'Education News Parents Can Use'	2002

3rd 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	118	513	79306	99	100	99	451	472	445	11	4	10	13	8	18	45	48	51	30	40	20
All Students (Prior Year)	75	429	75509	100	99	100	529	545	521	7	5	13	25	18	23	37	30	33	31	47	31
Female	54	261	38691	100	100	99	441	470	446	14	4	10	14	8	18	40	48	52	31	39	20
Male	64	252	40583	98	100	99	459	474	445	9	3	11	12	8	18	49	48	50	30	41	21
African American	NC	27	4041	NC	96	99	NC	469	426	NC	5	17	NC	10	23	NC	43	50	NC	43	10
Hispanic	20	112	32869	95	100	99	436	458	429	26	10	15	11	14	25	53	44	51	11	32	10
Asian/Pacific Islander	NC	18	1935	NC	100	99	NC	487	474	NC	0	3	NC	18	9	NC	24	48	NC	59	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	82	347	36197	99	100	99	456	476	463	7	2	5	10	5	11	46	51	53	36	42	31
Students with Disabilities	25	69	10321	100	100	100	405	413	389	29	18	30	17	14	27	46	45	34	8	23	9
Students without Disabilities	93	445	69060	94	100	98	466	482	454	5	2	7	12	7	17	45	48	54	37	43	22
Limited English Proficient Students	NC	19	15509	NC	100	100	NC	329	406	NC	20	20	NC	25	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	118	513	39966	100	100	100	451	472	459	11	4	6	13	8	12	45	48	52	30	40	30

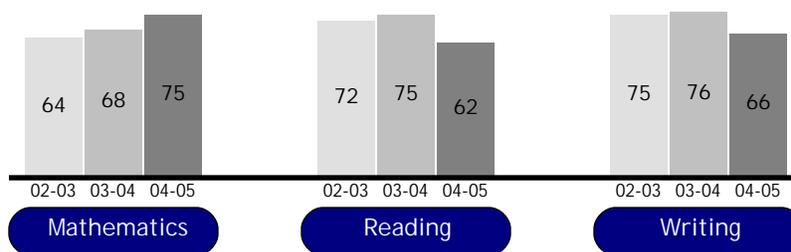
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	513	79395	99	0	99	446	469	446	10	4	9	27	12	25	49	62	55	13	22	11
All Students (Prior Year)	75	430	75492	100	99	100	527	535	519	10	5	12	15	11	16	45	46	47	30	38	24
Female	54	261	38743	100	0	100	444	472	451	12	3	7	24	11	24	50	63	57	14	23	12
Male	64	252	40618	98	0	99	447	467	440	9	4	11	30	14	27	49	61	53	12	20	9
African American	NC	27	4052	NC	0	100	NC	481	434	NC	5	11	NC	5	29	NC	76	54	NC	14	6
Hispanic	20	112	32915	95	0	99	430	454	426	21	7	15	26	15	35	47	65	47	5	13	4
Asian/Pacific Islander	NC	18	1936	NC	0	99	NC	475	468	NC	0	3	NC	24	14	NC	47	63	NC	29	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	82	347	36221	99	0	99	451	473	465	7	3	4	26	11	15	51	61	63	16	25	17
Students with Disabilities	25	69	10331	100	0	100	409	407	388	21	14	25	38	29	37	33	49	34	8	8	4
Students without Disabilities	93	445	69139	94	0	99	457	480	454	7	2	7	24	9	24	55	65	58	15	24	11
Limited English Proficient Students	NC	19	15545	NC	0	100	NC	322	399	NC	15	21	NC	25	42	NC	60	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	118	513	39986	100	0	100	446	469	461	10	4	4	27	12	16	49	62	63	13	22	17

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	118	512	78869	99	100	99	436	464	442	6	3	6	28	16	21	54	62	63	12	19	10
All Students (Prior Year)	75	429	75053	100	99	99	550	607	597	14	8	7	10	9	12	75	73	72	1	11	9
Female	54	261	38536	100	100	99	453	479	458	5	2	4	19	10	15	55	63	67	21	25	14
Male	64	251	40302	98	100	99	425	449	428	7	4	8	35	21	26	53	61	60	5	13	7
African American	NC	27	4015	NC	96	99	NC	483	430	NC	0	8	NC	10	24	NC	71	61	NC	19	7
Hispanic	20	112	32606	95	100	98	413	450	426	11	5	8	32	21	27	58	58	60	0	16	5
Asian/Pacific Islander	NC	18	1925	NC	100	99	NC	491	471	NC	0	3	NC	18	11	NC	41	64	NC	41	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	82	346	36078	99	100	99	443	466	459	6	3	4	25	14	16	55	64	66	14	19	14
Students with Disabilities	25	69	10246	100	100	100	391	391	367	17	11	18	33	31	39	50	51	40	0	8	4
Students without Disabilities	93	444	68697	94	100	98	451	476	454	3	2	4	27	13	18	55	64	67	16	21	11
Limited English Proficient Students	NC	19	15339	NC	100	100	NC	334	399	NC	10	11	NC	20	31	NC	55	54	NC	15	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	118	512	39837	100	100	100	436	464	457	6	3	4	28	16	14	54	62	67	12	19	15

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)

3rd 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
2	Reading	98	64	67	50	100	55	NA	58	100	61	59	47
	Language	99	58	60	43	100	54	60	50	100	64	60	47
	Mathematics	100	74	76	57	100	81	80	64	100	67	62	50
3	Reading	92	53	64	47	100	63	NA	55	98	48	58	44
	Language	99	54	67	54	100	62	71	61	98	44	55	44
	Mathematics	100	56	72	54	100	62	76	61	98	54	64	51
4	Reading	99	68	69	52	99	61	NA	56	100	53	62	48
	Language	100	57	61	48	100	52	59	52	100	49	60	49
	Mathematics	100	66	70	57	100	72	75	61	100	61	66	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

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

Council Duties

- Ü Site Goals
- Ü Code of Conduct/Dress Code
- Ü Extracurricular Activities
- Ü Site Budget
- Ü Curriculum
- Ü Approval of Field Trips/ Fundraising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.50
Other Professional Staff	4.00	Teacher Aide	28.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	6	0	0	0
7 to 9 years	2	3	0	0
10 or more years	7	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Outdoor Living Garden Classroom
- Ü Library
- Ü Outdoor Art Ramada

Extracurricular Activities

- Ü Acacia Band/Choir
- Ü Accelerated Reader/Math Program
- Ü Writing Club
- Ü Garden Club
- Ü Chess Club
- Ü Musical Theater
- Ü Family Reading Night
- Ü Vail Pride Day

Social Services

- Ü School Psychologist
- Ü Student Service Specialist (counselor)
- Ü Behavior Specialist
- Ü PTA Parent/Teacher Association
- Ü Health Aide Services
- Ü Before/After School Care
- Ü Preschool/Daycare
- Ü Community Agency Partnerships

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü STEEP (Screening to Enhance Educational Performance) model for early identification and remediation of learning difficulties. School-wide screening for reading, math, and writing with interventions for at-risk students in reading and math.

- ü Implementation of Reteach/Enrich program to enhance Reading Instruction through the use of Formative Assessments of students. Individualized based instruction to meet the needs of students to help approach mastery of performance objectives.

- ü Kindergarten Literacy Intervention Program for At-Risk students. Extension of Kindergarten Program by the addition of half-day program to provide extra literacy experiences for students requiring additional support in literacy skills.

- ü Balanced Literacy Program K-5.
 School-wide focus on reading fluency and comprehension. Literacy coaches support teachers through a classroom and instructional support based program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	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

Positive Behavior Support Program that promotes a shared responsibility among home, child, school and community to provide a safe nurturing environment. Acacia Students follow the 3 R's - Respect, Responsibility and Respect. Staff supports students by modeling appropriate behavior and recognizing positive behavior.

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) :

1

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	Deanna Yates	(520) 762-5573
Transportation Policy	Dena McMichael	(520) 762-2434
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Francesca LoMonaco	(520) 762-2205
Student Health/Nurse	Chris Conte	(520) 762-2655

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 0 Copies = \$0.00

** 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.