

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

801 West Southern Avenue, Apache Junction, AZ 85220

### Apache Junction Unified District

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

#### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

#### School Overview

Principal/Administrator : Dr. Robert Pappalardo  
 Schedule : 06:30 AM to 04:00 PM  
 Grades : 6-8  
 2005 Enrollment : 697  
 Web Address : www.ajusd.org  
 Phone Number : (480) 982-1110  
 Fax Number : (480) 983-4913  
 E-mail : rpappala@dsms.ajusd.org

#### Mission

Our mission is to provide a learning environment that enhances personal and academic growth and development. Our educational programs allow for various learning styles, differentiated instruction, and ensures equal academic opportunities for all students.

#### 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	Out of Improvement
2002-03	Year 1

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

#### School / Academic Goals

- ü All students will be able to read at grade level.
- ü All students will demonstrate proficiency in written communication.
- ü Benchmark tests will be administered quarterly. Students will demonstrate growth in the areas of comprehension, research skills, narrative writing, geometry, and number sense on the school's quarterly benchmark tests.
- ü Differentiated instruction will take place in all English, reading, math, and science classrooms.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 619  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 66

Instructional Programs

- ü Results-oriented - benchmark testing
- ü Differentiated Instruction
- ü Accelerated Reader Program
- ü Software Remediation Program
- ü Extended Learning Programs
- ü After School Tutoring Program
- ü Interdisciplinary Teams
- ü Early Release/Academic Incentive

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 51 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Our school assures parents and students of the existence of high academic standards; an integrated curriculum; and a highly trained, certified and caring staff providing the very best teaching, counseling and administrative services possible.

Parents

Parents are asked to encourage their child, supervise homework, communicate with the staff and positively support their child's education. Parents are held responsible for their child's daily attendance and are asked to read and respond to letters and reports sent home.

Transportation Policy

54% of our students are transported. At 2:10, students who have earned early release are transported home. Students who have stayed for full-day or tutoring are transported home at 3:05, and the final run at 5:05 transports our student athletes home.

School Honors

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

Award/Honor	Year
ü Family PC Magazine - Top 100 Wired Schools	2000
ü Golden Bell Award	2000
ü Polly Rosenbaum Writing Contest Two Consecutive Years	2005
ü Grand Canyon State Games Essay Contest Winners	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	188	469	78250	97	99	99	576	554	548	8	18	21	8	15	18	66	55	48	18	11	13
All Students (Prior Year)	176	456	75001	100	99	99	491	481	468	17	26	37	45	44	36	21	17	16	17	13	10
Female	97	215	38071	99	100	99	574	554	549	8	19	20	10	14	19	64	55	49	18	11	12
Male	91	252	40126	95	97	99	578	553	547	8	17	23	7	16	17	68	56	46	17	11	14
African American	NC	10	4058	NC	100	99	NC	526	523	NC	25	32	NC	25	22	NC	50	41	NC	0	5
Hispanic	45	85	29129	100	100	99	575	548	527	0	18	32	18	20	23	73	55	40	10	7	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	133	365	38320	94	97	99	574	555	568	12	19	12	5	14	14	64	55	55	19	12	19
Students with Disabilities	20	61	9329	100	94	100	499	480	454	61	71	64	17	18	18	22	12	16	0	0	2
Students without Disabilities	168	408	68996	97	100	99	585	565	561	1	10	16	7	15	18	71	62	52	20	13	14
Limited English Proficient Students	NC	10	10133	NC	100	100	NC	479	488	NC	31	45	NC	31	25	NC	38	28	NC	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	74	165	33388	91	92	94	576	549	530	5	22	32	10	16	22	69	52	40	15	10	5
Non-Economically Disadvantaged	114	304	44937	100	100	100	576	556	561	10	16	13	7	15	15	64	57	54	19	12	18

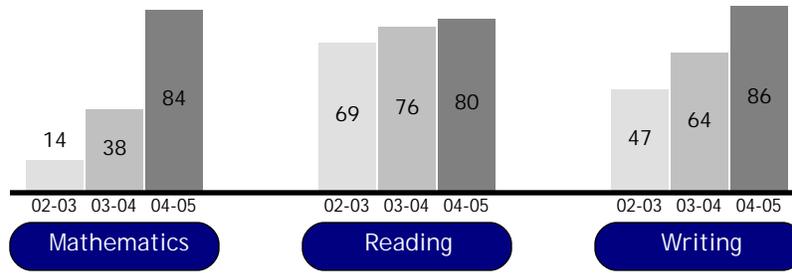
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	188	471	78302	97	0	99	536	528	512	4	6	11	16	17	25	70	70	57	10	7	7
All Students (Prior Year)	176	461	74918	100	100	99	525	519	497	9	14	32	15	13	19	48	51	35	28	22	15
Female	97	215	38082	99	0	99	539	535	518	4	4	8	11	11	24	76	78	61	10	7	7
Male	91	254	40166	95	0	99	533	521	507	4	8	14	21	22	26	64	63	54	11	6	6
African American	NC	10	4064	NC	0	100	NC	524	498	NC	25	14	NC	0	29	NC	75	54	NC	0	3
Hispanic	45	85	29152	100	0	99	531	519	492	3	8	17	20	21	34	70	66	46	8	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	133	367	38347	94	0	99	536	529	531	5	6	5	15	16	17	72	71	68	9	7	10
Students with Disabilities	20	63	9353	100	0	100	462	452	429	33	41	40	50	39	38	17	20	22	0	0	1
Students without Disabilities	168	408	69024	97	0	99	546	539	524	0	1	7	11	13	23	77	78	62	11	8	7
Limited English Proficient Students	NC	10	10140	NC	0	100	NC	446	451	NC	15	28	NC	62	43	NC	23	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	74	165	33398	91	0	94	530	519	495	3	8	18	17	19	35	73	69	46	7	4	2
Non-Economically Disadvantaged	114	306	44979	100	0	100	541	532	525	4	5	6	15	16	18	69	71	66	12	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	186	469	78094	96	99	99	556	555	545	3	3	3	12	11	18	85	86	77	1	0	2
All Students (Prior Year)	177	462	74503	100	100	99	496	500	491	3	3	9	33	32	32	56	58	51	8	7	8
Female	97	214	38025	99	100	99	567	566	558	1	2	2	7	7	13	92	92	82	0	0	2
Male	89	253	40013	93	98	99	545	545	534	4	3	5	18	15	23	77	81	71	1	0	1
African American	NC	10	4037	NC	100	99	NC	539	532	NC	13	4	NC	13	22	NC	75	73	NC	0	1
Hispanic	45	86	29068	100	100	99	555	543	523	3	4	5	10	14	27	88	82	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	132	365	38265	94	97	99	556	558	564	3	2	2	12	10	11	84	88	84	1	0	3
Students with Disabilities	20	62	9275	100	95	100	468	472	444	17	14	14	50	42	46	33	44	39	0	0	1
Students without Disabilities	166	407	68892	95	100	98	568	568	559	1	1	2	7	7	14	91	92	82	1	0	2
Limited English Proficient Students	NC	11	10084	NC	100	100	NC	446	474	NC	8	10	NC	46	39	NC	46	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	74	165	33296	91	92	94	557	548	527	2	4	5	8	11	27	90	85	67	0	0	0
Non-Economically Disadvantaged	112	304	44871	99	100	100	556	559	559	3	2	2	14	11	12	81	87	84	1	0	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	51	55	53	100	56	NA	56	100	54	52	51
	Language	99	44	47	45	100	50	50	48	100	50	48	47
	Mathematics	97	59	60	62	100	68	66	66	100	56	53	52
7	Reading	96	53	57	51	98	61	NA	54	97	54	55	50
	Language	96	61	63	54	98	71	64	58	97	55	57	52
	Mathematics	96	54	54	58	97	66	59	62	96	57	53	50
8	Reading	98	59	59	53	99	66	NA	55	96	60	57	51
	Language	97	53	56	49	100	66	64	52	96	59	54	50
	Mathematics	97	53	53	58	99	70	62	61	96	65	56	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

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

Council Duties

- Ü Selected Educational Goals
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.50
Other Professional Staff	4.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	3	2	1	0
7 to 9 years	5	2	0	0
10 or more years	3	8	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	121
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Hightly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Technology Learning Mall
- Ü Mini Lab (7 Computers) in Each Classroom
- Ü Computer Labs (2)
- Ü Industrial Technology Lab (1)

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Peer Mediation
- Ü Intramural Sports Program
- Ü Art Club
- Ü Book Club
- Ü Math Club
- Ü Drama Club

Social Services

- Ü Crisis Intervention
- Ü Wrap Around Program with SMMHC
- Ü Clothing/Food Banks
- Ü Health Services
- Ü Breakfast Program
- Ü Immunizations Provided On site
- Ü ReachOut Health Care America

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü In 6th grade 73% passed Math, 61% passed Reading and 67% passed the Writing portions of the AIMS test. In 7th grade 80% passed Math, 73% passed Reading and 87% passed Writing. In 8th grade 83% passed Math, 81% passed Reading and 85% passed Writing.
- ü The NP results as demonstrated on the 2004-05 SAT Reading tests were 55.9 for 6th grade, 56.5 for 7th grade, and 58.8 for 8th grade. Language NP scores were 51.0, 54.9, and 60.9 respectively. Mathematic NP results were 60.4, 55.4 and 70.4.
- ü Our students have received outstanding awards from the Polly Rosenbaum Writing Contest, Grand Canyon State Games Contest, Channel 3 Tobacco Free Contest, Week without Violence Poetry Contest, AATM Math Competition and the Patriotic Pen Awards.
- ü Students demonstrated their creative abilities by receiving awards from the Pinal County Drug Awareness Poster Contest, State Wide AZ Assoc. for Pupil Transp. Art Contest, Week without Violence Poster Contest, and the Lost Dutchman Days Art Contest.

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>	21	12	12	17
Transfers In Rate <sup>6</sup>	29	28	28	37
Stability Rate <sup>7</sup>	78	87	87	82
Promotion Rate <sup>8</sup>	92	96	95	81
Retention Rate <sup>9</sup>	5	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

Desert Shadows is declared a Drug and Weapons Free High Profile Enforcement area. We strongly enforce our Zero Tolerance policy. Our resource officers are actively involved with our students, staff and community. Part of their involvement includes teaching Crime and Law in the social studies classrooms, conducting a drug awareness week on campus and facilitating the drug prevention/awareness class designed specifically for parents and other members of the community.

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) :

25
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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	Gigi Goldstein	(480) 982-1110
Transportation Policy	Max Ragsdale	(480) 982-1110
Community Resources	Gigi Goldstein	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	MOST	(480) 982-1110
Student Health/Nurse	Chrisanda DeBoise	(480) 982-1110

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 50 Copies = \$19.00

\*\* 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.