

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

595 W. Kino Street, Nogales, AZ 85621

Nogales 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
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	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	Restructure(Plan)
2003-04	Corrective Action
2002-03	Year 2

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

School Overview

Principal/Administrator : Mrs. Liza Montiel
 Schedule : 07:00 AM to 04:30 PM
 Grades : 6-8
 2005 Enrollment : 658
 Web Address : www.nusd.k12.az.us
 Phone Number : (520) 287-0820
 Fax Number : (520) 287-0817
 E-mail : lmontiel@nusd.k12.az.us

Mission

Students are taught self-discipline and responsibility using the Honor Level Discipline System. Students follow a strict uniform dress code to encourage character building skills. Students are recognized periodically for academic achievement through grade level Eagle of the Week and Eagle of the Year presentations. They are recognized for athletic participation and accomplishments during medal ceremonies. Students with supplemental needs are enrolled in an 8th period reading or math class.

School / Academic Goals

- ü All students will master the math concepts necessary to meet local and state requirements at each grade level and to become successful in the world of work beyond high school.
- ü All students will improve their reading comprehension of subject matter across the curriculum. Instruction is stressed in the areas of grammar, reading and the Six Traits of Writing.
- ü All English Language Learners will increase their achievement in content areas. Staff development in Structured English Immersion strategies are provided. English Newcomer class is provided to first year students from Mexico or other countries.
- ü All students will be provided with a Safe and Drug-Free School environment. Discipline guidelines are followed according to Nogales Unified School District Guidelines for Behavior. A School Resource Officer and a NUSD Security are on campus daily.

Enrollment

October 1, 2004 School Year Student Enrollment : 663
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 75

Instructional Programs

- ü Integrated Curriculum and Instruction
- ü Differentiated Learning Strategies
- ü On-Site Mainstream Special Education
- ü Fine Arts Education
- ü Life Skills (Character Education)
- ü English Newcomer & Conversation for ELLs
- ü Speech and Drama
- ü Extended Math and Reading Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We set high expectations and rigorous academic standards for all students. We provide a safe environment for students and parents. Student progress is monitored to ensure success in academic areas and to provide this information to parents. Student Progress Reports are sent home every three weeks to keep parents informed on their child's academic grades. Teachers and staff have the responsibility to educate and motivate students. We provide teachers with staff development opportunities.

Parents

Parent responsibilities include: to support school policies including daily student attendance, discipline guidelines, school uniform code, and homework support. Daily attendance is extremely important. Parents need to have an open line of communication with teachers and staff to keep informed about their child's academic and behavioral progress. Parents need to provide students with the opportunity to complete their daily homework. Parents need to support the school's discipline program.

Transportation Policy

Governing Board provides school bus transportation for middle school students who live 1 and 1/2 miles or more from school. Transportation is a privilege extended to students in the district and is not a statutory requirement except for IEP students.

School Honors

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

Award/Honor	Year
ü AZ State Poms 1st Place and Cheers 2nd Place	2004
ü Cochise Athletic League Girls' Soccer Champs	2004
ü Cochise Athletic League Football Champs	2003
ü Cochise League Boys & Girls Track & Soccer Champs	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	202	466	78250	100	100	99	541	537	548	28	25	21	23	24	18	37	42	48	12	9	13
All Students (Prior Year)	223	472	75001	100	100	99	477	464	468	34	42	37	36	35	36	18	14	16	13	9	10
Female	99	233	38071	99	100	99	547	541	549	26	25	20	22	21	19	39	44	49	14	10	12
Male	103	233	40126	100	100	99	534	532	547	30	25	23	24	27	17	35	40	46	10	8	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	202	458	29129	100	100	99	541	536	527	28	25	32	23	24	23	37	42	40	12	9	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	--	NC	38320	--	NC	99	--	NC	568	--	NC	12	--	NC	14	--	NC	55	--	NC	19
Students with Disabilities	22	45	9329	100	100	100	482	420	454	74	68	64	11	24	18	16	7	16	0	0	2
Students without Disabilities	180	421	68996	99	99	99	547	548	561	23	20	16	24	24	18	39	46	52	13	10	14
Limited English Proficient Students	90	151	10133	100	100	100	522	513	488	38	36	45	25	26	25	31	34	28	5	4	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	176	367	33388	98	99	94	539	537	530	30	28	32	24	25	22	34	39	40	12	8	5
Non-Economically Disadvantaged	26	99	44937	100	100	100	553	535	561	17	14	13	13	21	15	61	52	54	9	14	18

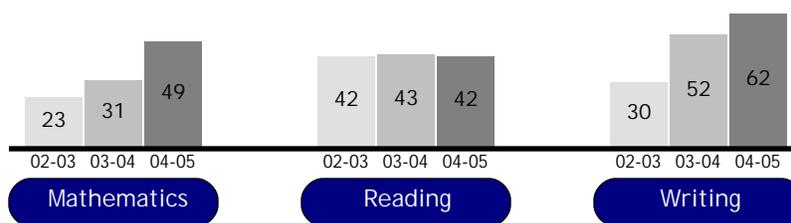
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	203	467	78302	100	0	99	490	492	512	23	18	11	35	33	25	41	47	57	1	2	7
All Students (Prior Year)	223	471	74918	100	100	99	492	490	497	36	37	32	21	20	19	31	33	35	12	10	15
Female	99	233	38082	99	0	99	496	497	518	16	14	8	39	34	24	45	50	61	1	2	7
Male	104	234	40166	100	0	99	483	486	507	31	21	14	31	33	26	37	43	54	1	3	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	203	459	29152	100	0	99	490	490	492	23	18	17	35	34	34	41	47	46	1	2	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	--	NC	38347	--	NC	99	--	NC	531	--	NC	5	--	NC	17	--	NC	68	--	NC	10
Students with Disabilities	23	46	9353	100	0	100	441	393	429	70	55	40	25	38	38	5	7	22	0	0	1
Students without Disabilities	180	421	69024	99	0	99	495	502	524	18	14	7	36	33	23	45	51	62	1	2	7
Limited English Proficient Students	91	152	10140	100	0	100	475	468	451	33	28	28	39	43	43	27	28	29	1	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	177	368	33398	99	0	94	488	490	495	24	21	18	35	36	35	40	43	46	1	1	2
Non-Economically Disadvantaged	26	99	44979	100	0	100	500	497	525	17	6	6	35	26	18	48	61	66	0	6	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	202	466	78094	100	100	99	522	531	545	4	4	3	34	24	18	62	71	77	0	0	2
All Students (Prior Year)	222	468	74503	100	100	99	486	487	491	6	8	9	42	34	32	46	53	51	6	5	8
Female	99	233	38025	99	100	99	534	542	558	4	4	2	22	16	13	74	81	82	0	0	2
Male	103	233	40013	100	100	99	510	518	534	4	5	5	45	33	23	51	62	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	202	458	29068	100	100	99	522	530	523	4	4	5	34	25	27	62	71	67	0	0	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	--	NC	38265	--	NC	99	--	NC	564	--	NC	2	--	NC	11	--	NC	84	--	NC	3
Students with Disabilities	22	45	9275	100	100	100	461	409	444	21	24	14	63	51	46	16	24	39	0	0	1
Students without Disabilities	180	421	68892	99	99	98	528	543	559	2	2	2	31	22	14	67	76	82	0	0	2
Limited English Proficient Students	90	151	10084	100	100	100	502	502	474	6	6	10	44	37	39	50	56	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	176	367	33296	98	99	94	520	529	527	4	5	5	34	27	27	62	68	67	0	0	0
Non-Economically Disadvantaged	26	99	44871	100	100	100	533	538	559	4	2	2	35	16	12	61	82	84	0	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.

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	99	30	37	53	98	38	NA	56	98	36	39	51
	Language	99	24	33	45	100	36	40	48	98	34	37	47
	Mathematics	99	51	61	62	100	56	62	66	99	42	44	52
7	Reading	98	26	30	51	98	26	NA	54	100	35	38	50
	Language	99	30	39	54	98	31	43	58	100	36	40	52
	Mathematics	100	44	46	58	98	44	52	62	100	41	45	50
8	Reading	98	37	42	53	100	42	NA	55	100	37	41	51
	Language	100	28	36	49	98	35	36	52	100	36	42	50
	Mathematics	99	54	52	58	100	62	53	61	100	48	50	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Improvement
- Ü Instructional Programs/Strategies
- Ü School Safety Issues
- Ü Student Discipline
- Ü Parent/Educator/Student Relations
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	144
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Highly Qualified Teachers	22%

Resources Available at School Site

Special Facilities

- Ü Two PC Computer Labs
- Ü One Media Computer Lab
- Ü Fine Arts kilns and Media Room
- Ü Library

Extracurricular Activities

- Ü Math and Science Achievement
- Ü Competitive Academic & Athletic Teams
- Ü Media
- Ü Student Council
- Ü Mosaic Club
- Ü Cheerleading and Pom Pom Squads
- Ü Fine Arts Program
- Ü Weightlifting Program

Social Services

- Ü School Counseling Department
- Ü Counseling - Community Resources
- Ü School Resource Officer-City of Nogales
- Ü GREAT-City of Nogales
- Ü Recreational Activities-City of Nogales
- Ü Parent Liaison
- Ü Free Breakfast Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Differentiated learning is in place to excel student achievement. Student class schedules include additional instruction in the area of math, reading and writing for those students achieving in the Approaching and Falls Far Below categories.
- ü Teachers have been provided with extensive training on data analysis. Teachers have analyzed their own students' assessment data to provide instruction based on their students' academic needs. Training is on-going for teachers and staff.
- ü Our students have achieved championships in athletics in the areas of Cross Country, Track and Field, Football, Soccer, Poms and Cheers. We continue to succeed in the areas of Baseball, Softball, Wrestling and Volleyball.
- ü Our school is participating in a grant 'La Vida en Artes'. The grant has provided artists in the areas of Media, Music, Mosaic, Drama and Art. It is providing our students with achievement in the Fine Arts and assisting with their self-confidence.

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	6	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

A School Safety Committee meets monthly to identify potential risk factors and develop strategies to encourage safety. A full-time Nogales Police Department School Resource Officer and a full-time Nogales Unified School District Security Officer have been assigned to our school. The SRO teaches Law Related Education to 6th and 8th grade Humanities students. An NPD Officer teaches G.R.E.A.T. to 7th grade students. A Physical Conditioning class has been added to the curriculum.

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) :

45

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	Liza Montiel	(520) 287-0820
Transportation Policy	Ricardo De la Riva	(520) 287-0922
Community Resources	Lillian Bernal or Bettina Bazurto	(520) 287-0820
School Nutrition Programs	James Tanner	(520) 377-9175
Parent Organization	Malu Michel	(520) 287-0820
Student Health/Nurse	Gloria Felix	(520) 287-0800

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 658 Copies = \$251.00

** 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.