



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1374 W. Frontage Rd., Rio Rico, AZ 85648

Santa Cruz Valley 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	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Mr. Rodney Keith Rich  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 6-8  
 2005 Enrollment : 876  
 Web Address : www.santacruz.k12.az.us/CMS/  
 Phone Number : (520) 375-8600  
 Fax Number : (520) 375-8690  
 E-mail : rrich@santacruz.k12.az.us

Mission

Our mission is to educate students to become active lifelong learners and responsible citizens in a culturally diverse global environment. 'FEARLESS LEARNERS, EXCEEDING EXPECTATIONS'

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 2
2002-03	Year 1

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

School / Academic Goals

- ü To increase AIMS math scores: For the 2005 - 06 school year we will be focusing on Strand 4 - Geometry and Measurement building wide. In addition each grade level has selected an area of focus.
- ü To increase AIMS reading scores: For the 2005 - 06 school year we will be focusing on Strand 2 - Comprehending Literary Text building wide. In addition each grade level has selected an area of focus.

Enrollment

October 1, 2004 School Year Student Enrollment : 884  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 2

Instructional Programs

- ü Balanced Literacy Program
- ü Advanced Classes/Gifted Program
- ü CEDO Study Program
- ü Accelerated Math
- ü Middle School Block Schedule
- ü Accelerated Reader
- ü 21st Century After School Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Calabasas is responsible for creating and maintaining a safe environment in which all students can learn. We believe communication with parents is essential for high academic achievement of our students. Monthly newsletter and event calendar is published by the school. Quarterly progress reports. Advanced classes in language arts and mathematics. Student reward/recognition programs. Student agenda/organizer. Annual parent survey.

Parents

Parents are responsible for ensuring that their children come to school ready to learn. Students should be encouraged by parents to do their best in school. Parents must work closely with their child's teachers to help the child succeed academically. Read and support school policies and discipline procedures/consequences. Promote consistent attendance. Report absences/tardies. Support student uniform policy. Promote breakfast/lunch program.

Transportation Policy

Buses will travel a minimum of one mile and a maximum of 68 miles. All students attending SCVUSD have the privilege of being bused, according to routes that are in place. Board policy states that no buses shall travel on unpaved roadways.

School Honors

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

Award/Honor	Year
ü Arizona Middle Level Principal of the Year	2005
ü Presidential Award for Excellence in Math Teaching	2005
ü Numerous (12) Ribbons at Stuco AAJHSC Convention	2004
ü Who's Who Among America's Teachers	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	276	276	78250	100	100	99	552	552	548	19	19	21	19	19	18	47	47	48	14	14	13
All Students (Prior Year)	262	262	75001	100	100	99	456	456	468	38	38	37	49	49	36	10	10	16	2	2	10
Female	130	130	38071	100	100	99	548	548	549	19	19	20	24	24	19	42	42	49	16	16	12
Male	146	146	40126	100	100	99	555	555	547	20	20	23	16	16	17	51	51	46	13	13	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	264	264	29129	100	100	99	551	551	527	20	20	32	20	20	23	47	47	40	14	14	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	12	12	38320	100	100	99	573	573	568	17	17	12	17	17	14	42	42	55	25	25	19
Students with Disabilities	35	35	9329	100	100	100	445	445	454	65	65	64	18	18	18	15	15	16	3	3	2
Students without Disabilities	241	241	68996	100	100	99	567	567	561	13	13	16	20	20	18	52	52	52	16	16	14
Limited English Proficient Students	106	106	10133	100	100	100	528	528	488	30	30	45	23	23	25	39	39	28	8	8	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	199	199	33388	99	99	94	555	555	530	19	19	32	20	20	22	49	49	40	12	12	5
Non-Economically Disadvantaged	77	77	44937	100	100	100	544	544	561	20	20	13	19	19	15	40	40	54	21	21	18

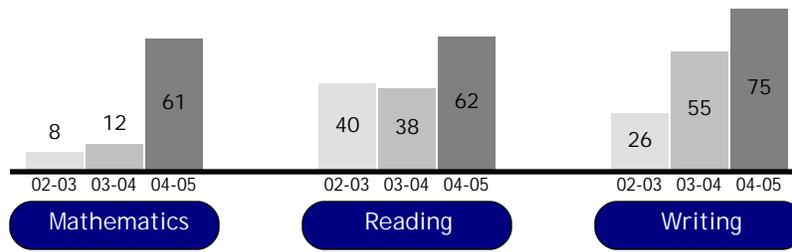
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	276	276	78302	100	0	99	508	508	512	6	6	11	32	32	25	57	57	57	5	5	7
All Students (Prior Year)	262	262	74918	100	100	99	487	487	497	35	35	32	28	28	19	29	29	35	9	9	15
Female	130	130	38082	100	0	99	508	508	518	7	7	8	31	31	24	57	57	61	6	6	7
Male	146	146	40166	100	0	99	509	509	507	6	6	14	32	32	26	57	57	54	4	4	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	264	264	29152	100	0	99	507	507	492	6	6	17	33	33	34	56	56	46	5	5	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	12	12	38347	100	0	99	528	528	531	17	17	5	8	8	17	75	75	68	0	0	10
Students with Disabilities	35	35	9353	100	0	100	429	429	429	24	24	40	56	56	38	21	21	22	0	0	1
Students without Disabilities	241	241	69024	100	0	99	520	520	524	4	4	7	28	28	23	62	62	62	6	6	7
Limited English Proficient Students	106	106	10140	100	0	100	487	487	451	10	10	28	45	45	43	44	44	29	1	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	199	199	33398	99	0	94	511	511	495	7	7	18	32	32	35	56	56	46	4	4	2
Non-Economically Disadvantaged	77	77	44979	100	0	100	502	502	525	5	5	6	29	29	18	59	59	66	7	7	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	276	276	78094	100	100	99	538	538	545	3	3	3	22	22	18	73	73	77	2	2	2
All Students (Prior Year)	262	262	74503	100	100	99	479	479	491	8	8	9	38	38	32	52	52	51	3	3	8
Female	130	130	38025	100	100	99	542	542	558	3	3	2	18	18	13	77	77	82	2	2	2
Male	146	146	40013	100	100	99	535	535	534	3	3	5	26	26	23	69	69	71	2	2	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	264	264	29068	100	100	99	537	537	523	3	3	5	23	23	27	73	73	67	2	2	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	12	12	38265	100	100	99	564	564	564	8	8	2	8	8	11	75	75	84	8	8	3
Students with Disabilities	35	35	9275	100	100	100	444	444	444	6	6	14	53	53	46	41	41	39	0	0	1
Students without Disabilities	241	241	68892	100	100	98	552	552	559	3	3	2	18	18	14	77	77	82	2	2	2
Limited English Proficient Students	106	106	10084	100	100	100	512	512	474	5	5	10	34	34	39	60	60	50	1	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	199	199	33296	99	99	94	541	541	527	3	3	5	24	24	27	71	71	67	2	2	0
Non-Economically Disadvantaged	77	77	44871	100	100	100	531	531	559	3	3	2	17	17	12	77	77	84	3	3	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?	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	100	35	35	53	98	45	NA	56	100	44	44	51
	Language	99	37	37	45	100	39	39	48	100	42	42	47
	Mathematics	99	57	57	62	98	59	59	66	100	48	48	52
7	Reading	98	40	40	51	99	42	NA	54	100	45	45	50
	Language	99	48	48	54	100	49	49	58	100	48	48	52
	Mathematics	98	50	50	58	100	65	65	62	100	49	49	50
8	Reading	99	40	40	53	97	47	NA	55	99	48	48	51
	Language	99	30	30	49	98	35	35	52	99	47	47	50
	Mathematics	98	40	40	58	97	51	51	61	99	55	55	53

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Advisement - Curriculum Development
- Ü Advisement - Student Discipline
- Ü Program Development
- Ü Extracurricular Activities
- Ü School Safety Issues/School Climate
- Ü Promotion/Retention Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	4.00	Teacher Aide	4.00

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	10	3	0	0
7 to 9 years	4	2	0	0
10 or more years	13	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	114
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Hightly Qualified Teachers	21%

Resources Available at School Site

Special Facilities

- Ü Multiple Handicapped Facility
- Ü Library and Career Center Set-up
- Ü 3 Computer Labs

Extracurricular Activities

- Ü CEDO, CMS Newspaper, Chess Club
- Ü Drama, Concert / Jazz Band
- Ü Student Council
- Ü Sports

Social Services

- Ü Counseling Services
- Ü Project Wisdom/Character Education
- Ü Parent Liaison, Parent Volunteers
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We are continuing to make gains in the area of mathematics. Our students are demonstrating improvement in their math scores on the AIMS. For the 2004 - 05 school year Calabasas scored above the state average on the 7th and 8th grade AIMS test.
  
- ü We are continuing to make gains in reading. Students have demonstrated improvement in their reading scores on the AIMS. For the 2004 - 05 school year Calabasas scored above the state average on the 8th grade AIMS and above the county in 6th and 7th
  
- ü We are continuing to make gains in writing. Our students have demonstrated improvement in their writing scores on the AIMS. For the 2004-05 school year Calabasas scored above the state average in 7th grade AIMS and above the county average in 8th.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	11	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

Calabasas is committed to ensuring a safe and secure environment for our students. Clear and concise student behavior rules and expectations are set and aggressively, fairly, and consistently enforced. Partnership with local law enforcement, fire departments, etc. Continued implementation of the Love and Logic philosophy of parenting, teaching, disciplining. C.M.S. PRIDE = Catch Middle Schoolers Participating Responsibly In Daily Activities.

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) :

5

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	Rod Rich	(520) 375-8600
Transportation Policy	Fred Laguna	(520) 281-8282
Community Resources	Daniel Fontes	(520) 281-8282
School Nutrition Programs	Debbie Harris	(520) 281-8282
Parent Organization	Rod Rich	(520) 375-8600
Student Health/Nurse	Nina Coe	(520) 281-8282

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 875 Copies = \$334.00

\*\* 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.