

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6901 Panther Path, Prescott Valley, AZ 86314

Humboldt 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.

### 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 : Ms. Kristen D. Rex  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : 6-8  
 2005 Enrollment : 713  
 Web Address :  
 Phone Number : (928) 759-4600  
 Fax Number : (928) 759-4620  
 E-mail : krex@humboldt.k12.az.us

### Mission

GHMS Envisions: Growth, Harmony, Maturity, Self-discipline. GHMS promotes academic growth; fosters respect and acceptance of others; eases the transition from primary to high school; encourages the development of individual responsibility. GHMS has implemented the CHARACTER COUNTS program to help guide staff, students, and parents in positive decision making and goal setting.

### School / Academic Goals

- Ü GHMS GOALS: Continue to promote a positive and safe school. Continue to create and implement incentives for academic success and attendance through the Character Counts Program.
- Ü STUDENT'S GOALS TO EXPECT SUCCESS: Everyone has the right to learn! Everyone will respect the property of others and the school district. Everyone will try their best. Everyone will set goals and attempt successes in a chosen endeavor.
- Ü Improve student performance on standards in Language Arts using thematic and integrated units of study. Also using the Reading Counts program, Spalding and the 6 Traits of Writing as resources.
- Ü Improve student performance on standards in Mathematics using highly qualified staff and integrating mathematics into the other disciplines.

### Enrollment

October 1, 2004 School Year Student Enrollment : 739  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 20

Instructional Programs

- ü Alternative Learning Classroom
- ü Character Counts Education
- ü LRE Law-related Education
- ü Gifted Education
- ü Reading Counts

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

GHMS distributes an agenda containing school information, district policies and procedures. A full week training session is incorporated into our first week of school to help students and staff learning the expectations of Glassford. Conferences are held and progress reports given at mid-quarter. Each team sets up prescriptions for success with students in need, as well as parents are contacted and met with based on need of the individual student.

Parents

Parents are asked to be a part of either the PTSO or SITE Council to help make decisions that concern their child's welfare. Staying informed and involved in your child's life is proven to decrease drug use and increase success at school. The most important step for a parent to ensure the success of their child at Glassford is to make sure they are ready for school, attend regularly, and are not tardy. Missed instruction is a major cause of student retention.

Transportation Policy

Students must make arrangements for bus passes in the A.M. in the front office. A shuttle bus is provided for students who are involved in after school athletics, detention and use of the Learning Center. More information on transportation is provided in the student agenda.

School Honors

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

Award/Honor	Year
ü Yavapai County Teacher of Year	1997
ü Yavapai County Rotary Teacher of the Year	2004

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	257	459	78250	100	100	99	546	547	548	18	18	21	19	19	18	55	55	48	8	8	13
All Students (Prior Year)	239	414	75001	98	98	99	471	470	468	29	29	37	48	48	36	17	15	16	7	7	10
Female	138	230	38071	100	100	99	555	552	549	16	17	20	16	19	19	62	59	49	6	6	12
Male	119	229	40126	100	100	99	535	543	547	20	19	23	21	20	17	47	50	46	12	11	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	63	99	29129	98	99	99	529	532	527	34	35	32	19	12	23	45	51	40	2	2	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	188	348	38320	100	100	99	551	552	568	14	13	12	17	21	14	58	56	55	11	10	19
Students with Disabilities	35	59	9329	100	100	100	476	485	454	41	49	64	22	21	18	28	25	16	9	6	2
Students without Disabilities	223	401	68996	100	100	99	557	557	561	14	13	16	18	19	18	59	59	52	8	9	14
Limited English Proficient Students	14	24	10133	100	100	100	426	451	488	63	63	45	5	4	25	26	30	28	5	4	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	96	184	33388	91	92	94	542	537	530	25	26	32	18	19	22	51	51	40	6	4	5
Non-Economically Disadvantaged	162	276	44937	100	100	100	548	555	561	14	12	13	19	19	15	58	57	54	10	11	18

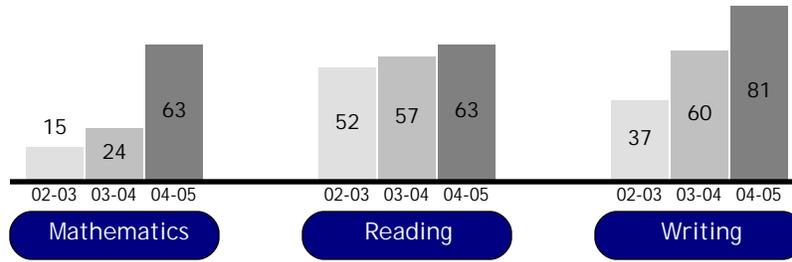
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	257	456	78302	100	0	99	505	511	512	12	10	11	25	26	25	59	57	57	4	7	7
All Students (Prior Year)	240	416	74918	98	99	99	504	505	497	24	23	32	19	20	19	43	42	35	14	15	15
Female	138	229	38082	100	0	99	524	524	518	7	7	8	20	21	24	67	63	61	7	9	7
Male	119	227	40166	100	0	99	483	499	507	17	14	14	32	30	26	49	51	54	2	5	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	63	97	29152	98	0	99	493	496	492	15	16	17	38	34	34	47	49	46	0	1	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	188	347	38347	100	0	99	508	516	531	11	9	5	21	23	17	63	59	68	6	8	10
Students with Disabilities	35	59	9353	100	0	100	431	448	429	34	38	40	31	32	38	31	26	22	3	4	1
Students without Disabilities	223	398	69024	100	0	99	517	521	524	8	6	7	25	25	23	63	62	62	5	7	7
Limited English Proficient Students	14	24	10140	100	0	100	387	411	451	32	30	28	58	59	43	5	7	29	5	4	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	96	183	33398	91	0	94	502	500	495	14	13	18	33	35	35	51	51	46	2	2	2
Non-Economically Disadvantaged	162	274	44979	100	0	100	507	519	525	10	9	6	21	20	18	63	62	66	6	10	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	257	458	78094	100	100	99	547	552	545	3	2	3	16	16	18	79	80	77	2	1	2
All Students (Prior Year)	235	410	74503	96	97	99	495	507	491	8	5	9	33	30	32	51	55	51	9	10	8
Female	138	230	38025	100	100	99	572	573	558	1	1	2	10	8	13	88	90	82	2	1	2
Male	119	228	40013	100	100	99	518	530	534	5	4	5	24	24	23	69	70	71	2	2	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	63	99	29068	98	99	99	526	529	523	6	7	5	28	23	27	64	69	67	2	1	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	188	347	38265	100	100	99	555	559	564	1	1	2	13	14	11	84	83	84	2	2	3
Students with Disabilities	35	58	9275	100	100	100	473	486	444	6	6	14	38	38	46	53	54	39	3	2	1
Students without Disabilities	223	401	68892	100	100	98	560	562	559	2	2	2	13	12	14	84	84	82	2	1	2
Limited English Proficient Students	14	24	10084	100	100	100	407	432	474	5	11	10	53	41	39	37	44	50	5	4	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	96	183	33296	91	92	94	540	540	527	5	4	5	20	20	27	74	75	67	1	1	0
Non-Economically Disadvantaged	162	276	44871	100	100	100	552	560	559	1	1	2	14	13	12	83	84	84	2	2	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	99	52	57	53	100	57	NA	56	97	50	52	51
	Language	100	40	45	45	100	47	46	48	97	44	46	47
	Mathematics	99	59	64	62	100	65	65	66	97	50	54	52
7	Reading	100	55	57	51	100	53	NA	54	99	53	52	50
	Language	100	50	56	54	100	52	56	58	99	54	52	52
	Mathematics	100	61	64	58	100	51	58	62	99	56	54	50
8	Reading	98	56	62	53	100	58	NA	55	100	51	50	51
	Language	99	42	58	49	100	51	57	52	100	50	50	50
	Mathematics	99	51	60	58	100	63	63	61	100	53	52	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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 2 Community Member(s)
- 6 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Textbook Selection
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	2	2	0	0
10 or more years	14	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	91
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	20%

Resources Available at School Site

Special Facilities

- Ü (2) Computer Lab
- Ü Library
- Ü Auditorium
- Ü FACS station

Extracurricular Activities

- Ü Student Council
- Ü Yearbook
- Ü National Junior Honor Society
- Ü Athletics
- Ü Art Club
- Ü Choir
- Ü Band
- Ü Drama

Social Services

- Ü Educational Talent Search
- Ü Health Services
- Ü Counseling Services
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü GHMS promotes a positive, nurturing and safe school environment with the Milestones Program. To assist the school and community in the early detection and assistance of children prone to violent behavior.
  
- ü Staff trainers for Spalding, IDEA, Conflict Resolution, Six Trait Writing Rubric, and mathematic problem solving.
  
- ü Development of a three year cycle of Character Counts curriculum to help develop positive panthers at GHMS. All students have the opportunity to develop their character through lessons, discipline matrix, and community service projects.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	11	12	12	17
Transfers In Rate <sup>6</sup>	27	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	91	96	95	81
Retention Rate <sup>9</sup>	6	1	1	3
Dropout Rate <sup>10</sup>	1	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

Peer mediation established at GHMS to provide students opportunity to mediate their differences.  
 School Resource Officer offers both GREAT and LRE lessons to students to help develop positive life skills and helps develop a safe environment for all students to learn.  
 Character Counts program with curriculum and community support establishes our development of the six pillars.  
 Victory with Honor is our Character Counts component for after school athletics.

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) :

2
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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	Kristen Rex	(928) 759-4600
Transportation Policy	Tom Rozum	(928) 775-4346
Community Resources	Sylvia Ducharme	(928) 759-4500
School Nutrition Programs	Maria Rollins	(928) 759-4600
Parent Organization	Candice Blekely-Stump	(928) 759-4600
Student Health/Nurse	Nancy Vallely	(928) 759-4600

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."

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 713 Copies = \$272.00

\*\* 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.