

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

370 Camp Lincoln, Camp Verde, AZ 86322

Camp Verde 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	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	Year 2
2002-03	Year 2

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

School Overview

Principal/Administrator : Mr. Daniel C. Brown
 Schedule : 07:30 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 382
 Web Address : www.cvusd.k12.az.us
 Phone Number : (928) 567-8014
 Fax Number : (928) 567-8022
 E-mail : dbrown@cvusd.k12.az.us

Mission

CVMS is committed to excellence. Students become self-directed, independent learners in a nurturing environment. Learning is predicated upon the principles of active participation and shared responsibility among students, parents and schools. We believe that school climate is an important part of learning. We have incorporated an affective goal for our campus, "BLT" (Behaving & Learning Together). We believe this will enhance the learning environment for all students.

School / Academic Goals

- ü To develop a high standard of measurable academic achievement while meeting the individual needs of the student.
- ü To promote decision-making and problem-solving skills, enabling the student to become increasingly self-directed.
- ü All subject areas to be mapped via the Curriculum Mapper program.
- ü Every teacher to identify one academic goal with at least two strategies for accomplishment.

Enrollment

October 1, 2004 School Year Student Enrollment : 376
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- ü Standards Based Academic Classes
- ü High School Classes/Credit Available
- ü Title I and Enrichment Programs
- ü Spalding and Accelerated Reading Program
- ü Interactive Technology Program
- ü Curriculum Mapping
- ü Exploratory Classes
- ü 4 Core Academic Classes for each grade

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/10/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The CVMS staff keeps parents informed on progress and behavior. Student Success Teams (SST) help students needing closer attention. Progress is reported every 4 1/2 weeks by report cards or progress reports. Weekly notices are available upon request. The Parental Access Support System program is in place. Phones are available in classrooms for parent/teacher access. There is an open house at the beginning of the year and parent/teacher conferences once per semester (2 times per year).

Parents

The parent is expected to instill the importance of education in their child. The parent is expected to work in conjunction with the school and to keep the lines of communication open. The parent is expected to respect their child as an individual, attend all IEPC and Student Success Team (SST) meetings when scheduled, and participate as members of the school advisory committee (SAC).

Transportation Policy

The Camp Verde Unified School District covers approximately 46 square miles that encompasses the town of Camp Verde. The district runs 12 regular routes averaging 580 miles per day. The district transports approximately 1,400 students. Students may ride the early bus route for tutor assistance and after school bus routes are provided when necessary for tutoring and evening detention. Open-enrollment students are responsible for their own transportation. A discipline policy is in place.

School Honors

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

Award/Honor	Year
ü Star Student of the Month	2003
ü Honor Roll/Student Improvement Awards	2003
ü Teacher of the Year	1999
ü Student Citizenship Awards	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	118	118	78250	100	100	99	524	524	548	24	24	21	21	21	18	50	50	48	5	5	13
All Students (Prior Year)	110	110	75001	97	97	99	473	473	468	29	29	37	47	47	36	15	15	16	9	9	10
Female	62	62	38071	100	100	99	524	524	549	24	24	20	22	22	19	48	48	49	5	5	12
Male	56	56	40126	100	100	99	524	524	547	24	24	23	19	19	17	52	52	46	6	6	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	16	16	29129	100	100	99	454	454	527	40	40	32	7	7	23	53	53	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	15	15	4996	100	100	100	511	511	518	50	50	36	29	29	25	21	21	36	0	0	4
White	87	87	38320	99	99	99	539	539	568	17	17	12	22	22	14	54	54	55	7	7	19
Students with Disabilities	20	20	9329	100	100	100	396	396	454	60	60	64	5	5	18	35	35	16	0	0	2
Students without Disabilities	98	98	68996	100	100	99	552	552	561	16	16	16	24	24	18	53	53	52	7	7	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	59	59	33388	92	92	94	537	537	530	29	29	32	20	20	22	45	45	40	5	5	5
Non-Economically Disadvantaged	59	59	44937	100	100	100	512	512	561	19	19	13	21	21	15	54	54	54	5	5	18

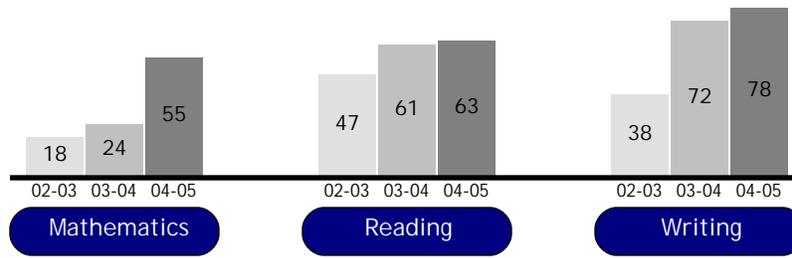
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	119	78302	100	0	99	496	496	512	14	14	11	23	23	25	59	59	57	4	4	7
All Students (Prior Year)	108	108	74918	96	96	99	505	505	497	20	20	32	20	20	19	47	47	35	14	14	15
Female	62	62	38082	100	0	99	500	500	518	16	16	8	17	17	24	66	66	61	2	2	7
Male	57	57	40166	100	0	99	492	492	507	13	13	14	29	29	26	53	53	54	5	5	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	16	16	29152	100	0	99	433	433	492	7	7	17	33	33	34	60	60	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	15	15	4993	100	0	100	480	480	484	36	36	19	29	29	38	36	36	42	0	0	1
White	88	88	38347	100	0	99	510	510	531	12	12	5	20	20	17	63	63	68	5	5	10
Students with Disabilities	21	21	9353	100	0	100	363	363	429	48	48	40	29	29	38	24	24	22	0	0	1
Students without Disabilities	98	98	69024	100	0	99	526	526	524	7	7	7	22	22	23	67	67	62	4	4	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	60	60	33398	94	0	94	503	503	495	16	16	18	29	29	35	54	54	46	2	2	2
Non-Economically Disadvantaged	59	59	44979	100	0	100	489	489	525	12	12	6	18	18	18	65	65	66	5	5	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	119	119	78094	100	100	99	525	525	545	2	2	3	20	20	18	76	76	77	2	2	2
All Students (Prior Year)	110	110	74503	97	97	99	513	513	491	6	6	9	22	22	32	60	60	51	12	12	8
Female	62	62	38025	100	100	99	538	538	558	2	2	2	12	12	13	84	84	82	2	2	2
Male	57	57	40013	100	100	99	512	512	534	2	2	5	29	29	23	67	67	71	2	2	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	16	16	29068	100	100	99	464	464	523	7	7	5	13	13	27	80	80	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	15	15	4981	100	100	100	505	505	526	7	7	4	36	36	25	57	57	70	0	0	0
White	88	88	38265	100	100	99	539	539	564	0	0	2	19	19	11	79	79	84	2	2	3
Students with Disabilities	21	21	9275	100	100	100	365	365	444	5	5	14	67	67	46	24	24	39	5	5	1
Students without Disabilities	98	98	68892	100	100	98	562	562	559	1	1	2	10	10	14	88	88	82	1	1	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	60	60	33296	94	94	94	528	528	527	4	4	5	29	29	27	68	68	67	0	0	0
Non-Economically Disadvantaged	59	59	44871	100	100	100	523	523	559	0	0	2	12	12	12	84	84	84	4	4	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	98	50	50	53	92	47	NA	56	97	44	44	51
	Language	99	43	43	45	92	35	35	48	97	40	40	47
	Mathematics	100	57	57	62	95	57	57	66	97	42	42	52
7	Reading	97	49	49	51	90	44	NA	54	99	48	48	50
	Language	97	50	50	54	88	45	45	58	99	47	47	52
	Mathematics	99	49	49	58	95	55	55	62	100	45	45	50
8	Reading	98	55	55	53	91	57	NA	55	98	52	52	51
	Language	99	48	48	49	91	54	54	52	98	53	53	50
	Mathematics	100	55	55	58	93	57	57	61	97	49	49	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

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

Council Duties

- Ü School Activities
- Ü Curriculum Development
- Ü School Safety
- Ü Student Discipline
- Ü Textbook Selection
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	21.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	58
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Computer/Technology Lab
- Ü Fine Arts Theater/Gym/Library

Extracurricular Activities

- Ü Ham Radio Club/21st Century Program
- Ü Student Council/Student Athletics
- Ü Talent Search
- Ü Spanish
- Ü Speech/Debate (begins 2nd semester)
- Ü Computer Science
- Ü Yearbook
- Ü Publications/Drama/Visual Arts/FFA

Social Services

- Ü Breakfast/Lunch Program
- Ü Counseling Services
- Ü Clothing/Food Banks
- Ü SRO/Probation
- Ü NAU interns for group counseling

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü A new schedule allows for more teaching time in the areas of Math, Language Arts, and Reading. Test scores are continuing to increase. Students meeting or exceeding state standards have also increased. CVMS was designated a performing school in 2004.
- ü Discipline referrals for behavior continue to decrease. A continuing program rewarding good behavior & attendance is in place. Adult supervision has been increased. We have also implemented an affective program, "BLT" (Behaving & Learning Together).
- ü Teaching and learning through a book study titled 'Classroom Instruction that Works' by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock
- ü Curriculum mapping of all required classes at CVMS.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

A progressive discipline program is in place. Best practices are used to support students and staff. The number of law enforcement interventions include those for keeping students in attendance on a regular basis. Student handbook/agenda with "The 7 Habits of Highly Effective Teens", assemblies on character issues (ie 'Pressure Point'), implementation of "BLT", an affective program for (Behaving & Learning Together) with student and staff shirts, and activity nights promoting positive behavior.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

151

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	Dan Brown	(928) 567-8014
Transportation Policy	Stacey Barker	(928) 567-5051
Community Resources	Rick Watkins	(928) 567-8081
School Nutrition Programs	Ida Pieratt	(928) 567-8025
Parent Organization	School Advisory Council	(928) 567-8014
Student Health/Nurse	Donna Metzler	(928) 567-8069

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."

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.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.