



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

500 E. Mingus Ave, Cottonwood, AZ 86326

Cottonwood-Oak Creek Elementary District

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

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mrs. Michelle Stadelman  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : 6-8  
 2005 Enrollment : 739  
 Web Address : einstien.COCSd.k12.az.us  
 Phone Number : (928) 634-2231  
 Fax Number : (928) 634-2874  
 E-mail : mstadelman@cocsd.k12.az.us

Mission

We believe in a quality education for students regardless of their previous academic performance, family background, socioeconomic status, race or gender. A quality education will provide all students the opportunity to develop a strong foundation.

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	N/A
2002-03	N/A

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

School / Academic Goals

- ü All students in grades 6, 7 and 8 will be instructed in accordance with the Arizona State Standards. Students will be given a variety of assessments to determine their progress in relation to meeting the standards.
- ü Students will have daily instruction and practice in math, reading and writing. All students will be offered instruction in other content areas and electives which are integrated with the math, reading and writing which support the state standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 754  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- Ü ELL (English Language Learners)
- Ü Gifted
- Ü Alternative Education
- Ü On-site Special Education
- Ü Vocational Technology
- Ü Electives
- Ü Accelerated Reading & Math
- Ü Title 1

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 23 minutes
First Day of School :	8/4/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Provide a positive, safe and student-centered learning environment where students will be encouraged to be responsible for his/her own behavior and learning. Maintain high expectations for all. Communicate and work with families to support learning. Successfully transition students from elementary school to high school.

Parents

Place priorities on attendance and support education by providing time, space and support for assignments. Maintain contact with my child's teachers. Support school's efforts to maintain discipline and academic expectations.

Transportation Policy

Bus transportation is a privilege provided to all students in the bus route areas. Also, eligible are students living where hazardous routes exist; students who live more than one mile from school and special ed. students requiring transportation. Bus transportation is provided for summer school and intersession programs.

School Honors

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

Award/Honor	Year
Ü Wal-Mart Teacher of the Year	2004
Ü Marilyn Sunderman Art Foundation Award Recipients	2005
Ü Fulbright Teacher & County Teacher Award Finalist	2004
Ü Outstanding District Special EducationTeacher	2005

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	240	284	78250	99	99	99	561	564	548	16	14	21	16	16	18	53	54	48	15	16	13
All Students (Prior Year)	221	272	75001	100	100	99	477	476	468	30	30	37	39	39	36	21	23	16	10	8	10
Female	119	137	38071	99	99	99	562	564	549	15	14	20	17	17	19	55	54	49	12	14	12
Male	121	147	40126	98	99	99	561	565	547	17	14	23	15	14	17	51	55	46	17	17	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	82	89	29129	100	100	99	539	539	527	27	27	32	16	18	23	55	53	40	1	3	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	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	149	184	38320	92	93	99	574	577	568	11	9	12	14	13	14	53	55	55	22	22	19
Students with Disabilities	21	24	9329	100	100	100	465	465	454	67	68	64	11	11	18	22	21	16	0	0	2
Students without Disabilities	219	260	68996	98	98	99	570	572	561	11	10	16	16	16	18	56	57	52	16	17	14
Limited English Proficient Students	33	37	10133	100	100	100	514	513	488	33	35	45	21	22	25	45	43	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	107	117	33388	96	95	94	550	550	530	20	20	32	17	17	22	57	56	40	6	7	5
Non-Economically Disadvantaged	133	167	44937	100	100	100	570	574	561	13	10	13	15	15	15	51	53	54	21	21	18

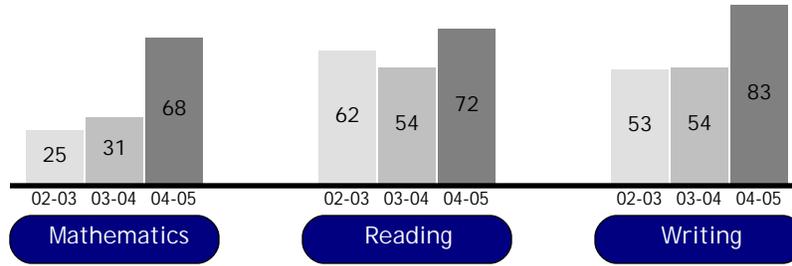
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	240	284	78302	99	0	99	522	523	512	8	7	11	21	19	25	64	66	57	8	8	7
All Students (Prior Year)	221	272	74918	100	100	99	502	502	497	28	28	32	17	18	19	41	42	35	13	13	15
Female	119	137	38082	99	0	99	528	529	518	5	5	8	20	19	24	65	67	61	9	9	7
Male	121	147	40166	98	0	99	517	518	507	10	9	14	21	20	26	62	64	54	6	7	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	82	89	29152	100	0	99	501	502	492	14	13	17	30	30	34	53	54	46	3	3	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	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	149	184	38347	92	0	99	534	534	531	5	5	5	14	13	17	71	73	68	10	10	10
Students with Disabilities	21	24	9353	100	0	100	436	435	429	44	47	40	39	37	38	17	16	22	0	0	1
Students without Disabilities	219	260	69024	98	0	99	530	530	524	4	4	7	19	18	23	68	70	62	8	8	7
Limited English Proficient Students	33	37	10140	100	0	100	471	471	451	21	22	28	43	43	43	36	35	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	107	117	33398	96	0	94	506	505	495	15	14	18	26	26	35	56	57	46	3	3	2
Non-Economically Disadvantaged	133	167	44979	100	0	100	535	536	525	2	2	6	16	15	18	70	72	66	11	11	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	239	282	78094	98	99	99	552	552	545	2	3	3	15	15	18	81	80	77	2	2	2
All Students (Prior Year)	220	271	74503	100	100	99	473	477	491	10	10	9	36	36	32	52	51	51	2	4	8
Female	119	137	38025	99	99	99	564	568	558	1	1	2	11	10	13	85	85	82	3	4	2
Male	120	145	40013	98	98	99	540	536	534	3	5	5	19	20	23	77	75	71	1	1	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	81	88	29068	100	100	99	535	532	523	3	4	5	22	23	27	75	73	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	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	149	183	38265	92	93	99	561	560	564	1	2	2	12	12	11	85	83	84	2	3	3
Students with Disabilities	21	23	9275	100	100	100	460	452	444	11	16	14	44	42	46	44	42	39	0	0	1
Students without Disabilities	218	259	68892	97	98	98	561	560	559	1	2	2	13	13	14	85	83	82	2	3	2
Limited English Proficient Students	32	36	10084	100	100	100	500	494	474	5	9	10	34	33	39	61	58	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	106	116	33296	95	94	94	536	530	527	2	4	5	24	26	27	73	70	67	0	0	0
Non-Economically Disadvantaged	133	166	44871	100	100	100	565	566	559	2	2	2	8	8	12	87	86	84	3	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.

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	97	56	58	53	99	56	NA	56	99	53	54	51
	Language	98	47	48	45	100	50	49	48	99	50	50	47
	Mathematics	98	64	65	62	100	66	66	66	99	51	52	52
7	Reading	97	60	59	51	100	58	NA	54	99	58	58	50
	Language	99	67	65	54	100	58	59	58	99	60	60	52
	Mathematics	100	64	63	58	100	62	63	62	99	54	54	50
8	Reading	97	58	59	53	98	59	NA	55	98	56	58	51
	Language	98	51	53	49	98	54	55	52	98	53	54	50
	Mathematics	97	66	67	58	98	70	70	61	98	57	58	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)
- 6 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Programs
- Ü School Improvement
- Ü Extracurricular Activities
- Ü Curriculum Development
- Ü Budget
- Ü School Policies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.00
Other Professional Staff	2.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	8	1	0	0
7 to 9 years	2	4	0	0
10 or more years	11	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Computer Labs
- Ü Media Studio & Fine Arts Room
- Ü Library

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Many Sports
- Ü Band & Chorus
- Ü Math Olympiad
- Ü Chess Club
- Ü Hands Across the Border Exchange Program
- Ü Peer Mediation Leadership Club

Social Services

- Ü Counseling & Crisis Intervention
- Ü Alternative Program
- Ü Health & Life Skills Services
- Ü Literacy Classes
- Ü School Resource Officer
- Ü Homework Help (a.m. & p.m.)
- Ü Summer School
- Ü Yavapai Big Brother & Big Sister Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Extracurricular programs, teams and clubs have winning records! Spelling Bee and Geography Bee Finalists. Math Olympiad Team scored 1st in the Northern Arizona Regional Competition.
  
- ü CMS consistently scores above the state and national averages. School scored just .3 of a point from excelling school label.
  
- ü Wrestlers competed and placed at a national level.
  
- ü Our school under leadership of the student council participate and implement civic minded activities that benefit our community.

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>	10	12	12	17
Transfers In Rate <sup>6</sup>	18	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	97	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

Staff uses a comprehensive discipline plan. Our S.R.O., nurse, counselor, and agencies present life skills for 7th grade. Peer mediation and extracurricular activities get students involved in and emphasize positive life skills. Student agendas outline safe behaviors and school policies. Parents and students are made aware of discipline policies and sign showing their support. Teachers, students and parents frequently meet in team conferences to create goal contracts for appropriate behaviors.

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) :

4
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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	Stephanie Jones / Traci Ford	(928) 634-2231
Transportation Policy	Debbie Lattimore	(928) 634-9679
Community Resources	Allison O'Brien	(928) 634-2231
School Nutrition Programs	Denise Breidenbach	(928) 639-4703
Parent Organization	Michelle Stadelman & Tania Simms	(928) 634-2231
Student Health/Nurse	Susan Collier	(928) 639-5115

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).

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

Total cost of printing: 12 Pages X .0318 Per page X 739 Copies = \$282.00

\*\* 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.