



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

400 West 5th Street, Yuma, AZ 85364

Yuma 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
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. Jorge Zepeda
Schedule : 07:30 AM to 03:30 PM
Grades : 4-6
2005 Enrollment : 342
Web Address :
Phone Number : (928) 502-7800
Fax Number : (928) 502-7818
E-mail : jzepeda@yumaed.org

Mission

At Mary Elizabeth Post School, staff and families challenge and encourage ALL LEARNERS to be responsible, productive citizens. Demonstration of academic excellence and lifelong learning is paramount. 'Reading is Freedom' for ALL 'Post Pumas!' Each person takes the responsibility to help others. Our message 'If it is to be...it is up to me!' Our learning community takes pride in being caretakers of learning. Attitude is everything!

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

- All students will be able to read and write at or above grade level by June 2006.
All students will achieve at least six percent growth on state assessment in all areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 333
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 16

Instructional Programs

- 'Literacy For All Students'
- Tiered-Focused Interventions
- Effective Classroom Management
- Schoolwide Title I Programming
- MAPS Behavior Management Program
- 'Shamrock Buddies' and Mentors
- 'Push In' Prog../Small Group Instruction
- Leadership Program Az. National Guard

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

All staff members provide a safe, nurturing, environment that focuses on collaboration, assessment, planning, differentiated instruction and interventions. Students will acquire academic skills to become productive citizens of society through active engagement. Parents are kept informed regarding all aspects of school life. We want our students and families to be excited about learning.

Parents

Parents actively participate in the learning lives of their students and act in partnership with the school to provide positive support regarding student attendance, assignments and attitudes. Parents are partners with us and are encouraged to be actively engaged in learning. Opportunities for interaction are provided during the school year. Volunteers are always welcomed and utilized.

Transportation Policy

The Yuma School District #1 Transportation Policy provides bus service for all students within the school boundaries. Students living within a mile, walk. Special Education students are accommodated according to their Individual Education Program.

School Honors

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

Award/Honor	Year
• Northend Spelling Bee Top Ten Participants & Champion!	2004
• Yuma Masonic Essay Winners	2004
• Current Events Challenge - 4th Place	2004
• Participants Elks Poetry Contest- 6 Winners	2004

5th 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	128	1204	78906	97	100	99	463	483	498	28	16	13	39	27	19	30	47	48	3	9	20
All Students (Prior Year)	113	1172	76019	99	100	100	456	490	499	38	15	14	45	46	39	12	14	14	5	25	33
Female	65	574	38644	96	98	99	462	483	500	25	15	12	47	28	19	25	49	49	4	8	19
Male	63	630	40236	98	100	99	464	482	497	32	17	15	30	26	19	36	46	46	2	11	20
African American	NC	29	4087	NC	94	99	NC	496	481	NC	9	20	NC	23	24	NC	59	45	NC	9	11
Hispanic	113	819	31938	98	100	99	461	476	481	31	19	19	40	31	25	27	45	46	2	5	10
Asian/Pacific Islander	--	13	1805	--	100	98	--	461	536	--	25	5	--	17	8	--	33	45	--	25	42
American Indian/Alaskan Native	NC	17	4593	NC	100	100	NC	441	467	NC	18	26	NC	36	29	NC	27	39	NC	18	6
White	NC	326	36483	NC	100	99	NC	502	517	NC	8	7	NC	16	13	NC	55	51	NC	21	30
Students with Disabilities	17	139	10664	89	100	100	421	421	430	73	49	42	27	28	27	0	22	26	0	2	5
Students without Disabilities	111	1065	68310	98	98	98	470	491	509	21	12	9	41	27	18	35	51	51	3	11	22
Limited English Proficient Students	59	306	12573	98	100	100	456	463	454	33	22	27	41	34	30	26	41	38	0	3	5
Migrant Students	NC	10	125	NC	NA	NA	NC	464	476	NC	30	18	NC	30	35	NC	40	42	NC	0	5
Economically Disadvantaged	126	856	38679	98	97	96	463	477	483	28	20	20	39	31	25	30	42	45	3	6	10
Non-Economically Disadvantaged	--	348	40295	--	100	100	--	497	513	--	6	7	--	15	13	--	60	50	--	19	30

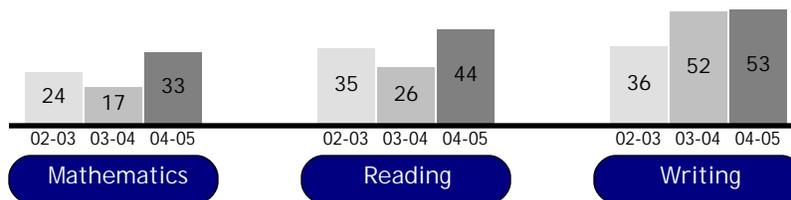
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	1205	78908	97	0	99	460	474	484	17	9	10	40	32	23	42	54	58	2	5	9
All Students (Prior Year)	114	1174	76020	100	100	100	489	499	503	47	30	25	27	24	23	25	37	40	1	9	12
Female	65	573	38648	96	0	99	459	478	489	13	8	8	49	32	22	34	54	61	4	6	10
Male	63	632	40233	98	0	99	461	470	479	21	11	12	30	32	25	49	54	55	0	3	8
African American	NC	29	4092	NC	0	99	NC	494	473	NC	0	12	NC	27	28	NC	64	54	NC	9	5
Hispanic	113	820	31940	98	0	99	456	466	465	18	12	16	43	38	32	38	47	49	1	2	3
Asian/Pacific Islander	--	13	1805	--	0	98	--	466	507	--	8	4	--	25	13	--	50	65	--	17	18
American Indian/Alaskan Native	NC	17	4569	NC	0	100	NC	452	457	NC	9	18	NC	18	39	NC	64	41	NC	9	2
White	NC	326	36502	NC	0	99	NC	494	502	NC	3	4	NC	18	14	NC	70	67	NC	10	15
Students with Disabilities	17	139	10665	89	0	100	428	414	423	47	28	30	53	46	36	0	25	31	0	0	2
Students without Disabilities	111	1066	68312	98	0	98	465	482	493	12	7	7	37	30	21	48	58	62	2	5	10
Limited English Proficient Students	59	306	12556	98	0	100	446	449	436	24	18	24	48	45	40	28	35	35	0	2	1
Migrant Students	NC	10	125	NC	NA	NA	NC	450	457	NC	20	22	NC	30	40	NC	50	38	NC	0	0
Economically Disadvantaged	126	856	38662	98	0	96	460	468	468	17	12	16	40	38	32	42	48	49	2	2	3
Non-Economically Disadvantaged	--	349	40315	--	0	100	--	489	498	--	3	5	--	17	15	--	70	66	--	11	14

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	128	1202	78750	97	99	99	476	487	500	13	8	6	34	33	29	52	57	63	1	1	2
All Students (Prior Year)	111	1161	75673	97	99	100	513	529	530	16	9	12	32	28	25	47	61	58	5	2	4
Female	65	572	38586	96	98	99	488	504	515	9	4	4	36	28	22	53	65	71	2	2	3
Male	63	630	40135	98	100	99	465	472	486	17	12	8	32	37	35	51	50	56	0	1	1
African American	NC	29	4081	NC	94	99	NC	516	488	NC	0	8	NC	32	32	NC	64	59	NC	5	2
Hispanic	113	817	31841	98	99	99	473	481	483	14	9	8	38	37	36	47	53	55	1	1	1
Asian/Pacific Islander	--	13	1802	--	100	98	--	482	533	--	0	2	--	25	16	--	75	75	--	0	7
American Indian/Alaskan Native	NC	17	4586	NC	100	100	NC	462	481	NC	9	8	NC	18	37	NC	64	54	NC	9	1
White	NC	326	36440	NC	100	99	NC	504	516	NC	6	3	NC	24	22	NC	67	71	NC	3	4
Students with Disabilities	17	139	10622	89	100	100	393	403	415	47	31	21	47	43	50	7	24	28	0	1	1
Students without Disabilities	111	1063	68196	98	98	98	490	499	513	8	5	3	32	32	25	59	62	69	1	2	3
Limited English Proficient Students	59	301	12504	98	100	100	462	465	451	16	11	12	43	41	44	41	47	43	0	1	1
Migrant Students	NC	10	126	NC	NA	NA	NC	469	464	NC	10	14	NC	40	44	NC	50	41	NC	0	0
Economically Disadvantaged	126	855	38558	98	97	96	476	483	485	13	9	8	34	37	37	52	53	54	1	1	1
Non-Economically Disadvantaged	--	347	40260	--	100	100	--	499	514	--	5	3	--	22	21	--	70	72	--	3	4

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)

5th 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
4	Reading	95	30	44	52	97	40	NA	56	100	32	43	48
	Language	96	32	41	48	99	37	44	52	100	34	44	49
	Mathematics	99	38	51	57	99	38	54	61	100	37	48	53
5	Reading	94	31	44	50	97	35	NA	55	97	35	46	50
	Language	98	32	41	46	100	27	44	49	97	34	44	50
	Mathematics	98	39	55	57	100	34	55	63	97	31	42	49
6	Reading	95	32	45	53	95	40	NA	56	100	41	47	51
	Language	98	29	40	45	97	33	42	48	100	34	42	47
	Mathematics	99	46	57	62	97	50	61	66	100	39	44	52

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

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

Council Duties

- Ü Assist in Development of School Goals
- Ü Curriculum, Standards and Alignment
- Ü Community/School Relations
- Ü Volunteer Programs - School Based
- Ü Extracurricular Activities/Fund Raisers
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.00
Other Professional Staff	3.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	3
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Auditorium Seating for 1300
- Ü Multi-purpose Building
- Ü School Library
- Ü Yuma City Park/Swimming Pool

Extracurricular Activities

- Ü Post Puma Student Council
- Ü Shamrock Buddies
- Ü Literacy On The Lawn
- Ü Puma Beginning Band
- Ü Puma Intermediate Band
- Ü Puma Marching Band
- Ü Turkey Trot and Fitness Fun

Social Services

- Ü Breakfast and Lunch Program
- Ü Reading Is Freedom Literacy Volunteers
- Ü Pecan Grove Clinic
- Ü School Bell Clothing Program
- Ü Masonic Assistance Program
- Ü Olweus Bullying Prevention
- Ü Pals Mediation Program
- Ü Recess Renewal/Lunch Bunch Projects

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Using Lifeskills we teach important lifelong learning to students. They have a sense of responsibility to our community. Our students donate food items, clothing and time to and for many community services and activities. Our students are visible!
- ü Post Pumas assisted Habitat for Humanity by providing thousands of cans to help garner funds to build a house. They also supported Yuma High in a similar project. Students are engaged and care about their school & community. Pumas Pride rules!
- ü Mary Elizabeth Post students took fourth in the 'Current Events Challenge' and eighth in the 'Math Challenge.' Interaction with other learners allows our students to stretch, strive and succeed.
- ü The Gila & Lower Colorado River Discovery Learning Center partnership allows classrooms to have hands-on experience with science, social studies and math in a rich historical venue. The learning was filled with real day-to-day needs.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	40	28	28	37
Stability Rate <sup>7</sup>	87	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>	2	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

Discipline is minimal due to early intervention projects and programs. Internal discipline forms are used daily. The Student Handbook outlines safety issues, infractions and consequences. Post Pumas have 'If it is to be, it is up to me!' attitudes. Parents are supportive and involved in plans for student interventions in all areas of learning. The lines of communication are 'open' and running strong at our fine, fine school.

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) :

0

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	Jorge Zepeda	(928) 502-7800
Transportation Policy	Thomas Rushin	(928) 502-4300
Community Resources	Geoffrey Dewhurst	(928) 502-4300
School Nutrition Programs	Karen Johnson	(928) 502-4430
Parent Organization	Maria Franco	(928) 783-8834
Student Health/Nurse	Hatti Butler	(928) 783-6636

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 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.