

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2245 S. Arizona Ave, Yuma, AZ 85365

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 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	Not Met
2002-03	Met

#### School Improvement Status (b)

2004-05	Corrective Action
2003-04	Corrective Action
2002-03	Year 2

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

### School Overview

Principal/Administrator : Mr. Rusty Tyndall  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : 6-8  
 2005 Enrollment : 581  
 Web Address : www.gilavista.org  
 Phone Number : (928) 782-5174  
 Fax Number : (928) 782-1483  
 E-mail : rtyndall@yumaed.org

### Mission

Our mission is to provide outstanding instruction, promote positive social interaction, and produce exemplary students through a cooperative partnership between parents, students and the staff. Our commitment to helping our students master the Arizona Academic Standards is possible through our emphasis on student engagement and helping all students develop a connection with our school. Our progress toward these goals is embodied in our motto, 'You Just Can't Hide That Gila Monster Pride.'

### School / Academic Goals

- ü Gila Vista will continue to provide quality instructional programs that are congruent with the Arizona Academic Standards.
- ü Gila Vista students will demonstrate quality work in reading, writing and mathematics. Our goal is to have all students performing at or above grade level by the end of the eighth grade.
- ü Gila Vista will demonstrate 6% growth in the number of students meeting or exceeding the Arizona Academic Standards as measured by the 2006 AIMS-DPA.

### Enrollment

October 1, 2004 School Year Student Enrollment : 590  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 46

Instructional Programs

- ü Advanced Placement Classes
- ü SRA Corrective Reading Program
- ü Two Period Literacy Block
- ü Band, Orchestra, Choir Full Year
- ü Scholastic Reading Counts
- ü On-Site Special Education
- ü Before and After School Program
- ü Highpoints (EL Learners)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

We provide a quality education in a safe environment. Students are given a daily planner to assist in organization, as well as communication between school and home. Frequent parental contact and team conferencing encompass positive events, as well as educational or disciplinary issues.

Parents

We expect parents to communicate family needs to the school, support and participate in the educational program, insist on attendance and set high expectations for their children. We encourage parent-teacher communication through various methods, including student planner, phone calls, email and conferences.

Transportation Policy

Busing is provided for attendance area students living one mile or more from school. Students with IEPs receive district transportation, if specified. Busing is also provided for students who participate in the After-School program.

School Honors

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

Award/Honor	Year
ü Boys Softball Champions, Fiesta Bowl Cheer Champions	2005
ü Boys Track Champions, Fiesta Bowl Cheer Champions	2004
ü Boys and Girls Softball, Girls Volleyball Champions	2003
ü Odyssey of the Mind - 3rd Place in the State	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	267	1194	78250	97	99	99	524	532	548	29	29	21	24	21	18	42	45	48	4	5	13
All Students (Prior Year)	290	1183	75001	96	99	99	447	445	468	56	57	37	29	31	36	10	9	16	5	4	10
Female	137	575	38071	98	99	99	522	534	549	24	26	20	33	24	19	41	46	49	2	5	12
Male	130	619	40126	96	99	99	527	531	547	35	32	23	14	19	17	44	44	46	6	5	14
African American	NC	30	4058	NC	100	99	NC	513	523	NC	27	32	NC	14	22	NC	59	41	NC	0	5
Hispanic	201	807	29129	98	99	99	518	524	527	34	35	32	25	23	23	40	39	40	2	3	6
Asian/Pacific Islander	NC	13	1747	NC	100	100	NC	560	589	NC	18	9	NC	9	9	NC	64	50	NC	9	32
American Indian/Alaskan Native	NC	14	4996	NC	93	100	NC	518	518	NC	30	36	NC	30	25	NC	40	36	NC	0	4
White	56	330	38320	95	98	99	555	555	568	12	15	12	24	18	14	51	59	55	12	9	19
Students with Disabilities	36	120	9329	100	100	100	444	469	454	70	76	64	9	15	18	21	9	16	0	0	2
Students without Disabilities	231	1074	68996	96	98	99	537	540	561	23	24	16	27	22	18	46	49	52	5	5	14
Limited English Proficient Students	57	265	10133	100	99	100	494	506	488	46	49	45	20	22	25	33	27	28	0	2	2
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	520	NC	NC	39	NC	NC	28	NC	NC	30	NC	NC	4
Economically Disadvantaged	181	748	33388	96	96	94	525	522	530	33	38	32	25	23	22	40	38	40	1	2	5
Non-Economically Disadvantaged	86	446	44937	100	100	100	523	549	561	21	15	13	22	19	15	47	57	54	11	9	18

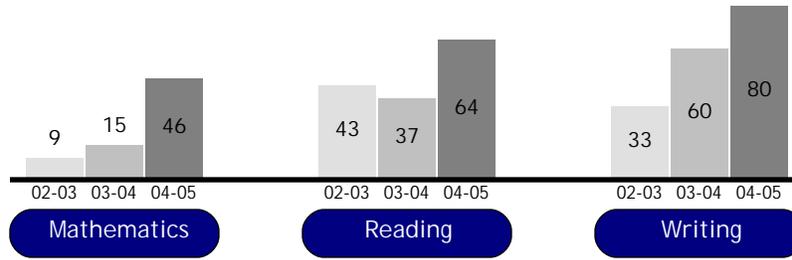
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	267	1194	78302	97	0	99	502	509	512	9	11	11	27	29	25	62	57	57	2	3	7
All Students (Prior Year)	294	1188	74918	98	99	99	486	483	497	41	42	32	22	20	19	27	31	35	10	7	15
Female	137	575	38082	98	0	99	502	513	518	7	9	8	25	25	24	67	62	61	1	4	7
Male	130	619	40166	96	0	99	502	504	507	12	12	14	28	33	26	56	52	54	4	3	6
African American	NC	30	4064	NC	0	100	NC	490	498	NC	9	14	NC	23	29	NC	68	54	NC	0	3
Hispanic	201	808	29152	98	0	99	495	499	492	12	13	17	32	35	34	56	50	46	0	2	2
Asian/Pacific Islander	NC	13	1746	NC	0	100	NC	545	542	NC	9	5	NC	0	13	NC	82	66	NC	9	16
American Indian/Alaskan Native	NC	14	4993	NC	0	100	NC	514	484	NC	0	19	NC	40	38	NC	60	42	NC	0	1
White	56	329	38347	95	0	99	538	533	531	2	5	5	8	16	17	80	72	68	10	7	10
Students with Disabilities	36	121	9353	100	0	100	439	452	429	18	38	40	45	42	38	36	20	22	0	0	1
Students without Disabilities	231	1073	69024	96	0	99	512	515	524	8	8	7	24	27	23	66	61	62	2	4	7
Limited English Proficient Students	57	266	10140	100	0	100	467	479	451	20	21	28	38	44	43	42	35	29	0	1	1
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	480	NC	NC	29	NC	NC	36	NC	NC	35	NC	NC	0
Economically Disadvantaged	181	749	33398	96	0	94	501	498	495	12	14	18	31	36	35	57	48	46	1	2	2
Non-Economically Disadvantaged	86	445	44979	100	0	100	505	527	525	4	5	6	18	18	18	73	72	66	5	6	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	269	1197	78094	98	99	99	545	548	545	2	2	3	18	18	18	79	79	77	1	1	2
All Students (Prior Year)	291	1175	74503	97	98	99	493	478	491	7	8	9	33	40	32	54	49	51	6	3	8
Female	139	578	38025	99	99	99	553	559	558	2	2	2	11	11	13	87	86	82	0	1	2
Male	130	619	40013	96	99	99	538	538	534	3	3	5	25	24	23	71	73	71	2	0	1
African American	NC	30	4037	NC	100	99	NC	539	532	NC	0	4	NC	9	22	NC	91	73	NC	0	1
Hispanic	201	809	29068	98	99	99	541	539	523	2	3	5	19	21	27	78	76	67	0	0	1
Asian/Pacific Islander	NC	13	1743	NC	100	100	NC	570	577	NC	0	2	NC	9	9	NC	91	82	NC	0	8
American Indian/Alaskan Native	NC	15	4981	NC	100	100	NC	541	526	NC	0	4	NC	10	25	NC	90	70	NC	0	0
White	57	330	38265	97	98	99	575	570	564	2	1	2	12	10	11	82	87	84	4	2	3
Students with Disabilities	37	122	9275	100	100	100	454	464	444	6	13	14	39	50	46	55	37	39	0	0	1
Students without Disabilities	232	1075	68892	97	98	98	560	558	559	1	1	2	14	14	14	83	84	82	1	1	2
Limited English Proficient Students	57	266	10084	100	100	100	504	515	474	5	5	10	29	30	39	67	65	50	0	0	1
Migrant Students	NC	NC	81	NC	NC	NA	NC	NC	504	NC	NC	12	NC	NC	27	NC	NC	60	NC	NC	0
Economically Disadvantaged	181	748	33296	96	96	94	545	537	527	3	4	5	20	22	27	77	74	67	0	0	0
Non-Economically Disadvantaged	88	449	44871	100	100	100	548	566	559	0	0	2	14	11	12	84	88	84	3	1	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	--	--	45	53	82	50	NA	56	100	40	47	51
	Language	--	--	40	45	89	43	42	48	100	35	42	47
	Mathematics	--	--	57	62	88	65	61	66	100	36	44	52
7	Reading	97	43	42	51	93	48	NA	54	97	44	46	50
	Language	100	45	45	54	97	57	55	58	97	48	49	52
	Mathematics	100	47	47	58	98	46	48	62	97	41	44	50
8	Reading	99	44	43	53	98	44	NA	55	96	47	47	51
	Language	100	38	37	49	98	39	39	52	96	44	47	50
	Mathematics	100	46	47	58	98	46	45	61	96	43	45	53

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Budget
- Ü Communication Issues
- Ü Curriculum Support
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü School Climate

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	3.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	0	0	0
4 to 6 years	3	3	0	0
7 to 9 years	4	3	0	0
10 or more years	1	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	184
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Hightly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Cafeteria/Multipurpose Room
- Ü Library/Media Center
- Ü Computer Lab
- Ü Gymnasium

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Odyssey of the Mind
- Ü National Junior Honor Society
- Ü Before and After-School Program
- Ü Clubs
- Ü Intramurals
- Ü Cheerleaders
- Ü Student Council/Tobacco Prevention

Social Services

- Ü Breakfast/Lunch Programs
- Ü Peer Mediation
- Ü Recreational Activities
- Ü Community Use of All Facilities
- Ü Athletic Physicals
- Ü Student Assistance Team

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Fifty-two percent of our students made honor roll with a 3.0 or better GPA each of the four quarters for the 2004-05 school year.
  
- ü Fifteen percent of our students had perfect attendance for the 2004-05 school year. The overall attendance rate was ninety-six percent for the entire school year.

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>	14	12	12	17
Transfers In Rate <sup>6</sup>	32	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	93	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	5	0	1	6
Status Unknown <sup>11</sup>	2	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

A Crisis Management plan provides procedures in crisis situations and gives directives regarding actions to be taken. A School Resource Officer and a Probation Officer promote safety; provide law-related education; and assist with security issues. 2 School Safety Specialists will be added to the staff this year to assist with security patrols on campus and in the surrounding neighborhoods.

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) :

60
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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	Rusty Tyndall	(928) 782-5174
Transportation Policy	Bob Lawson	(928) 341-9076
Community Resources	Rusty Tyndall	(928) 782-5174
School Nutrition Programs	Karen Johnson	(928) 782-6581
Parent Organization	Nathan Portman	(928) 782-5174
Student Health/Nurse	Linda Winters	(928) 782-5174

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 200 Copies = \$76.00

\*\* 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.