

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

33606 North 6th Street, Cave Creek, AZ 85331

Cave Creek 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	Highly Performing
2003-04	Excelling
2002-03	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Dr. Skot Beazley
 Schedule : 07:20 AM to 04:15 PM
 Grades : 6-8
 2005 Enrollment : 635
 Web Address : www.ccusd93.org
 Phone Number : (480) 575-2200
 Fax Number : (480) 488-2386
 E-mail : sbeazley@ccusd93.org

Mission

Sonoran Trails Middle School (STMS) is an active learning community of students, parents and staff who strongly believe in providing a safe and nurturing environment that meets the unique needs of middle school students. We emphasize a team approach, have clearly defined high academic and behavioral expectations, and we work diligently in assisting our students to achieve excellence. Students are encouraged to develop a sense of respect and pride in themselves and their school.

School / Academic Goals

- ü To maximize the benefits of small grade level teams and continue the process or differentiating and individualizing our lesson plans and instruction to meet the unique needs of each student at STMS.
- ü To develop and implement benchmarking processes in math, writing and reading across all three grade levels. To use this benchmarking to gather formative data which will allow classroom teachers to make informed instructional decisions.
- ü To provide a safe, learning centered environment conducive to both learning and teaching.
- ü To continue to integrate professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction.

Enrollment

October 1, 2004 School Year Student Enrollment : 594
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 17

Instructional Programs

- ü Block Scheduling with 4/80 Min. Classes
- ü Connected Math 80 Minutes Every Day
- ü Accelerated Reader
- ü Six Traits Writing Program
- ü Workshop Approach to Reading and Writing
- ü Differentiated Learning and Instruction
- ü Grade Level Teaming
- ü Looping

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We believe every Student

- has a contribution to make
- must have access to the best programs
- faces life choices and needs support
- deserves teachers who are committed
- must experience positive relationships
- must be a part of a quality team
- has the capacity to learn
- deserves a respectful and trusting environment
- must be engaged in learning

Parents

Parents have a responsibility to energize their children to be excited about learning. This involvement should include asking questions, attending school functions, talking to teachers and assisting in every aspect of the educational process.

Transportation Policy

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through Governing Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform to all policies and regulations relating to conduct on school buses.

School Honors

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

Award/Honor	Year
ü 1 National Board Certified Teacher; 1 Candidate	2002
ü 1 National Board Certified Teacher; 4 Candidates	2003
ü Pending Certification for 2 National Board Teachers	2004
ü 5 current STMS Teachers working towards National Boards	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	213	446	78250	100	99	99	565	572	548	9	10	21	17	14	18	57	55	48	17	21	13
All Students (Prior Year)	211	430	75001	100	100	99	491	493	468	18	16	37	43	44	36	22	22	16	17	19	10
Female	102	209	38071	99	100	99	558	568	549	7	9	20	19	14	19	60	60	49	14	17	12
Male	111	237	40126	100	99	99	572	575	547	11	11	23	15	15	17	55	50	46	19	24	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	10	21	29129	100	100	99	535	527	527	20	24	32	30	33	23	40	38	40	10	5	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	196	412	38320	99	99	99	569	575	568	9	9	12	16	13	14	57	56	55	17	21	19
Students with Disabilities	16	43	9329	100	100	100	455	478	454	56	56	64	0	15	18	38	27	16	6	2	2
Students without Disabilities	197	403	68996	99	98	99	574	582	561	5	5	16	19	14	18	59	58	52	17	23	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	10	24	33388	100	100	94	560	550	530	30	22	32	0	17	22	60	57	40	10	4	5
Non-Economically Disadvantaged	203	422	44937	100	99	100	565	573	561	8	9	13	18	14	15	57	55	54	17	22	18

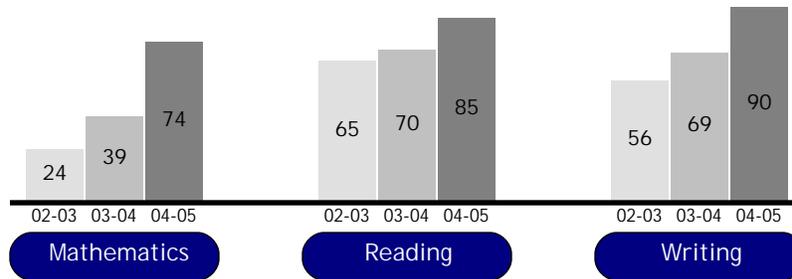
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	213	446	78302	100	0	99	533	534	512	2	4	11	13	16	25	78	71	57	7	9	7
All Students (Prior Year)	212	433	74918	100	100	99	518	522	497	14	12	32	16	17	19	45	44	35	25	27	15
Female	102	209	38082	99	0	99	529	535	518	2	3	8	10	11	24	80	76	61	8	10	7
Male	111	237	40166	100	0	99	537	533	507	2	4	14	16	20	26	76	67	54	6	9	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	10	21	29152	100	0	99	525	508	492	0	5	17	50	52	34	40	38	46	10	5	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	196	412	38347	99	0	99	536	536	531	2	4	5	11	14	17	80	73	68	6	9	10
Students with Disabilities	16	43	9353	100	0	100	430	450	429	19	34	40	31	37	38	50	29	22	0	0	1
Students without Disabilities	197	403	69024	99	0	99	542	543	524	1	1	7	12	14	23	80	75	62	7	10	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	10	24	33398	100	0	94	529	510	495	10	13	18	10	30	35	70	52	46	10	4	2
Non-Economically Disadvantaged	203	422	44979	100	0	100	533	536	525	2	3	6	13	15	18	78	72	66	7	10	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	213	450	78094	100	100	99	571	572	545	2	2	3	8	9	18	87	87	77	3	3	2
All Students (Prior Year)	213	435	74503	100	100	99	527	525	491	5	5	9	27	27	32	54	52	51	15	16	8
Female	102	210	38025	99	100	99	571	582	558	3	1	2	5	5	13	88	89	82	4	4	2
Male	111	240	40013	100	100	99	570	563	534	1	2	5	10	12	23	87	85	71	2	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	10	21	29068	100	100	99	563	548	523	0	0	5	20	24	27	80	76	67	0	0	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	196	416	38265	99	100	99	574	574	564	2	2	2	7	8	11	88	88	84	3	2	3
Students with Disabilities	16	43	9275	100	100	100	464	490	444	6	7	14	25	32	46	69	61	39	0	0	1
Students without Disabilities	197	407	68892	99	99	98	580	580	559	2	1	2	6	7	14	89	89	82	3	3	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	10	24	33296	100	100	94	539	541	527	0	0	5	30	26	27	70	74	67	0	0	0
Non-Economically Disadvantaged	203	426	44871	100	100	100	572	573	559	2	2	2	7	8	12	88	87	84	3	3	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	98	67	69	53	97	71	NA	56	98	67	68	51
	Language	99	59	62	45	97	59	63	48	98	62	63	47
	Mathematics	99	73	74	62	97	80	80	66	98	64	67	52
7	Reading	100	66	69	51	100	69	NA	54	100	65	68	50
	Language	100	68	72	54	100	72	74	58	100	68	70	52
	Mathematics	100	74	74	58	100	70	72	62	100	64	67	50
8	Reading	100	67	68	53	100	72	NA	55	99	62	61	51
	Language	98	65	65	49	100	69	71	52	99	61	61	50
	Mathematics	99	72	71	58	100	77	76	61	99	61	63	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)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Academics
- Ü Communications
- Ü Technology
- Ü Standards
- Ü Environment
- Ü Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	33.00
Other Professional Staff	6.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	3	0	0
4 to 6 years	8	5	0	0
7 to 9 years	5	7	0	1
10 or more years	6	3	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	90
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Two 34 Position Computer Labs
- Ü Fully Staffed Media Center
- Ü Performance E Learning Lab
- Ü Closed Circuit TV/Computer Network

Extracurricular Activities

- Ü Before/After School Program for Kids
- Ü Intramural Sports
- Ü Extended-day Programming
- Ü Physical Fitness Classes
- Ü Latch Free Program
- Ü Year Book
- Ü National Junior Honor Society
- Ü Student Leadership Organization

Social Services

- Ü Two Full Time Counselors
- Ü A Shared Child Psychologist
- Ü District Prevention Coordinator
- Ü School Resource Officer
- Ü 2nd Step Prevention Program
- Ü Anti-Bullying Instruction
- Ü Drug Awareness Programming
- Ü Crisis Reaction Plans

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Sonoran Trails keeps Best Practice in mind by offering a variety of professional growth opportunities for teachers which includes Cognitive Coaching, Differentiated Instruction, AZ Reads Voyager Training, Curriculum Mapping and SEI Training.
- ü Sonoran Trails established and implemented a supplementary Title I Reading Enrichment program to identify and meet the needs of struggling readers.
- ü Staff strives to meet social and emotional needs of students by implementing the Second Step violence prevention program. Lessons include empathy, anger management and problem solving. The program improves campus climate and student behavior.
- ü A new health program was created with a dedicated class and an exciting calendar of events. Students learn from many activities: making hygiene products, nutritional exploration & hearing motivational speakers deliver drug and law related education.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	4	12	12	17
Transfers In Rate ⁶	10	28	28	37
Stability Rate ⁷	95	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	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

The issue of school safety is a shared concern. Today, more than ever, Sonoran Trails continues to work with community members, parents, students and staff together to develop a disciplined environment where learning can take place.

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) :

16

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	Skot Beazley	(480) 575-2200
Transportation Policy	Cathy Erwin	(480) 575-2081
Community Resources	Linda Schaner	(480) 575-2017
School Nutrition Programs	Jeff Stempeck	(480) 575-2437
Parent Organization	Sharon Sammartino	(480) 575-2200
Student Health/Nurse	Miriam	(480) 575-2200

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."

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 50 Copies = \$19.00

** 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.