

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1550 E. Chandler Heights Road, Chandler, AZ 85249

Chandler 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	Excelling
2003-04	Not Evaluated
2002-03	New School

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

School Overview

Principal/Administrator : Mr. Franklin R. Narducci
 Schedule : 07:30 AM to 04:30 PM
 Grades : 7-8
 2005 Enrollment : 1056
 Web Address : ww2/chandler.k12.az.us/santan-k8
 Phone Number : (480) 883-4600
 Fax Number : (480) 883-4620
 E-mail : narducci.frank@chandler.k12.az.us

Mission

Santan is committed to providing each student with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens. By matching instruction with individual needs, styles and interests, all students on the Santan Junior High Campus will achieve: No exceptions!

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 / Academic Goals

- ü Each student will improve in the area of oral and written vocabulary. Vocabulary reflecting the current concept taught will be posted in every learning environment. Word walls will be utilized to augment vocabulary instruction.
- ü Each Santan student will develop pre-writing, editing, and spelling skills to enhance their written products across the curriculum. 6+1 Traits will be utilized and will focus our 7-8 students on reflective assessment practices.
- ü Each Santan 7-8 grade student will enhance their achievement through differentiated instructional units. Interventions will be provided to all students who do not meet or exceed state standards in the area of reading, mathematics and/or writing.
- ü All mathematic instruction will be guided by Arizona state standards. Mathematic strands and concepts will be the foundation of all teaching and learning. Concepts will be assessed frequently, and interventions provided.

Enrollment

October 1, 2004 School Year Student Enrollment : 2310
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 43

Instructional Programs

- ü Honors Mathematics and Language Arts 7,8
- ü Gifted and Talented grades 7,8
- ü Interdisciplinary Team Structure
- ü Inclusive Special Education Services
- ü Performing Arts - Band, Orchestra, Choir
- ü State of the Art Technology Instruction
- ü Wide Range of Elective Offerings
- ü Career Technology Labs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Santan parents will be kept informed of their child's progress through: progress reports, report cards, conferences, student agendas, newsletters, teacher phone calls, and our school web site. In addition, starting October 19, 2005 parents can access 'on-line' student information. Posted information include: grades, attendance, and discipline.

Parents

At Santan we expect parents to play an active role and voice in their child's education. Santan parents are invited to actively participate in their child's academic and social development. Parents are encouraged to support quality student attendance and assist our goal attainment of 97% average daily attendance. Participation on our active Site Council and Booster Organization is encouraged. Volunteerism is encouraged and appreciated.

Transportation Policy

The Board authorizes the administration to provide regular school bus transportation to and from school for student's in grades 7-8 who reside one and one-half miles from school.

School Honors

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

Award/Honor	Year
ü Competition Cheer - Cactus Cup and Fiesta Bowl Champion	2005
ü Seventh Grade Girls Basketball Conference Champions	2005
ü Seventh Grade Boys Soccer Conference Champions	2005
ü Seventh Grade Girls Softball Conference Champions	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	664	2247	78250	100	99	99	578	563	548	7	13	21	16	16	18	56	53	48	21	17	13
All Students (Prior Year)	458	2089	75001	100	99	99	464	470	468	35	33	37	46	41	36	15	18	16	4	8	10
Female	323	1065	38071	99	98	99	575	563	549	7	12	20	17	18	19	58	53	49	19	16	12
Male	339	1173	40126	100	100	99	580	563	547	7	14	23	15	15	17	54	54	46	24	17	14
African American	29	146	4058	100	99	99	557	537	523	25	21	32	17	23	22	46	49	41	13	7	5
Hispanic	96	653	29129	99	98	99	557	533	527	16	28	32	22	23	23	49	44	40	12	6	6
Asian/Pacific Islander	33	113	1747	100	100	100	610	605	589	7	6	9	13	7	9	27	46	50	53	42	32
American Indian/Alaskan Native	NC	33	4996	NC	100	100	NC	536	518	NC	16	36	NC	32	25	NC	35	36	NC	16	4
White	498	1302	38320	99	100	99	581	577	568	4	6	12	14	13	14	60	60	55	22	21	19
Students with Disabilities	76	260	9329	100	100	100	527	488	454	27	42	64	39	31	18	33	26	16	1	2	2
Students without Disabilities	588	1991	68996	99	99	99	584	573	561	4	10	16	13	15	18	59	57	52	24	19	14
Limited English Proficient Students	11	172	10133	100	98	100	549	493	488	21	45	45	29	22	25	33	30	28	17	4	2
Migrant Students	--	NC	83	--	NC	NA	--	NC	520	--	NC	39	--	NC	28	--	NC	30	--	NC	4
Economically Disadvantaged	50	554	33388	81	90	94	550	536	530	21	30	32	26	23	22	40	41	40	13	6	5
Non-Economically Disadvantaged	614	1697	44937	100	100	100	580	572	561	6	8	13	15	14	15	57	58	54	22	20	18

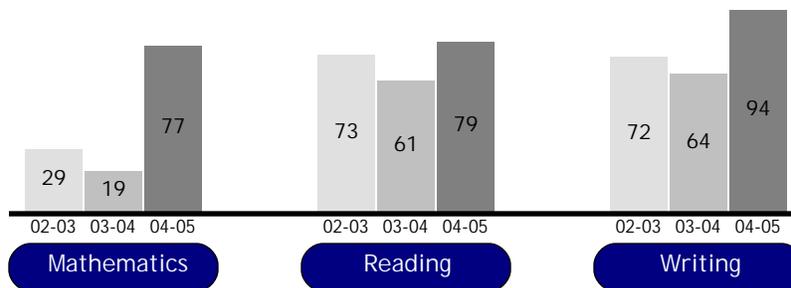
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	664	2247	78302	100	0	99	538	529	512	4	6	11	17	20	25	68	63	57	11	11	7
All Students (Prior Year)	459	2091	74918	100	99	99	509	505	497	19	25	32	19	19	19	44	40	35	17	17	15
Female	323	1064	38082	99	0	99	543	535	518	2	5	8	12	15	24	75	69	61	10	11	7
Male	339	1174	40166	100	0	99	532	523	507	5	7	14	21	24	26	62	59	54	11	10	6
African American	29	147	4064	100	0	100	532	509	498	8	9	14	21	26	29	58	58	54	13	7	3
Hispanic	96	652	29152	99	0	99	513	500	492	12	15	17	26	30	34	58	51	46	3	3	2
Asian/Pacific Islander	33	113	1746	100	0	100	556	556	542	7	2	5	7	8	13	63	67	66	23	23	16
American Indian/Alaskan Native	NC	33	4993	NC	0	100	NC	506	484	NC	6	19	NC	29	38	NC	58	42	NC	6	1
White	498	1302	38347	99	0	99	542	543	531	2	2	5	15	15	17	71	69	68	12	14	10
Students with Disabilities	76	262	9353	100	0	100	493	461	429	16	21	40	39	43	38	44	35	22	1	1	1
Students without Disabilities	588	1989	69024	99	0	99	543	537	524	2	5	7	14	17	23	72	67	62	12	12	7
Limited English Proficient Students	11	172	10140	100	0	100	491	455	451	17	25	28	42	42	43	42	33	29	0	0	1
Migrant Students	--	NC	83	--	NC	NA	--	NC	480	--	NC	29	--	NC	36	--	NC	35	--	NC	0
Economically Disadvantaged	50	554	33398	81	0	94	506	502	495	13	15	18	32	33	35	49	47	46	6	4	2
Non-Economically Disadvantaged	614	1697	44979	100	0	100	540	538	525	3	3	6	15	15	18	70	68	66	11	13	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	666	2246	78094	100	99	99	580	566	545	0	1	3	5	10	18	92	87	77	2	2	2
All Students (Prior Year)	459	2074	74503	100	98	99	503	512	491	5	5	9	31	26	32	57	60	51	7	9	8
Female	324	1064	38025	99	98	99	587	577	558	0	0	2	2	7	13	95	89	82	3	4	2
Male	340	1173	40013	100	100	99	574	557	534	0	2	5	8	13	23	90	84	71	2	1	1
African American	29	146	4037	100	99	99	585	557	532	0	2	4	4	11	22	88	84	73	8	3	1
Hispanic	97	655	29068	100	99	99	559	539	523	0	3	5	14	21	27	86	76	67	0	0	1
Asian/Pacific Islander	33	113	1743	100	100	100	596	593	577	0	2	2	7	7	9	87	81	82	7	10	8
American Indian/Alaskan Native	NC	33	4981	NC	100	100	NC	535	526	NC	3	4	NC	16	25	NC	77	70	NC	3	0
White	499	1299	38265	99	100	99	584	579	564	0	0	2	3	4	11	94	93	84	2	2	3
Students with Disabilities	76	260	9275	100	100	100	537	492	444	0	5	14	21	32	46	79	63	39	0	0	1
Students without Disabilities	590	1990	68892	99	99	98	586	576	559	0	1	2	3	7	14	94	90	82	3	3	2
Limited English Proficient Students	11	172	10084	100	98	100	541	490	474	0	6	10	21	34	39	79	59	50	0	1	1
Migrant Students	--	NC	81	--	NC	NA	--	NC	504	--	NC	12	--	NC	27	--	NC	60	--	NC	0
Economically Disadvantaged	51	553	33296	82	90	94	557	543	527	0	2	5	13	22	27	85	74	67	2	1	0
Non-Economically Disadvantaged	615	1697	44871	100	100	100	582	574	559	0	1	2	5	6	12	93	91	84	2	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.

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
7	Reading	99	64	58	51	100	69	NA	54	99	63	57	50
	Language	99	67	62	54	100	74	67	58	99	65	59	52
	Mathematics	99	64	59	58	100	69	65	62	99	62	55	50
8	Reading	100	68	57	53	100	61	NA	55	100	60	57	51
	Language	100	72	59	49	100	65	60	52	100	59	56	50
	Mathematics	99	70	61	58	100	63	62	61	100	63	59	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

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

Council Duties

- Ü Curriculum/Program Alignment
- Ü Budget Review and Fiscal Accountability
- Ü School Safety
- Ü Policy and Procedure Input
- Ü Initiation of School Unity Festival
- Ü Communication Link with School Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.58
Other Professional Staff	2.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	5	0	0
4 to 6 years	2	8	0	0
7 to 9 years	7	6	0	0
10 or more years	0	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	169
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü K-8 Fulton Media Center
- Ü Lab Volt Career Technology Centers
- Ü Video Conferencing Center
- Ü Movie Theater

Extracurricular Activities

- Ü National Junior Honor Society 7-8
- Ü WEB - Where Everybody Belongs 7-8
- Ü Full complement of Athletic teams 7-8
- Ü Student Council
- Ü Competition Cheer Team
- Ü Competition Golf Club

Social Services

- Ü Chandler Parks and Recreation
- Ü Counseling Services
- Ü Medallion Child Care Services K-6
- Ü Active Parent Booster Organization
- Ü San Marcos Clinic

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Winners in the Regional Science and Engineering Fair, Two First place recognitions in the City of Chandler Freedom essay contest. Over 70% of students on honors list.

- ü Lions Club - Unity Poster Contest Winner, All State Honors Orchestra, Junior High School All State Band, National Junior Honor Society Induction, Chandler Unified Poetry Contest winners, Northern Arizona Music Camp Scholarships.

- ü Athletic Recognitions include East Valley Championships in Girls Softball, , Boys Soccer and Girls Basketball.

- ü Increase in AIMS scores in Mathematics, Reading, and Writing at both the seventh and eighth grades.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	98	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

Safety is a priority at Santan. A Crisis Plan is updated annually. Monthly fire drills and semester lock-down drills are conducted to ensure that students and staff are aware of process and procedure. Santan employs a full-time security monitor. In addition a full time School Resource Officer is assigned to the Santan Junior High Campus.

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) :

27

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	Frank Narducci	(480) 883-4607
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Terry Locke	(480) 812-7647
School Nutrition Programs	Cathy Brown	(480) 812-7286
Parent Organization	Leann Basha	(480) 812-4600
Student Health/Nurse	Sandy Dowler	(480) 883-4602

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 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.