



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2323 East Mountain Gate Pass, Phoenix, AZ 85024

Paradise Valley 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 : Mrs. Tanya Beckwith
 Schedule : 08:00 AM to 04:30 PM
 Grades : 7-8
 2005 Enrollment : 911
 Web Address : epage.pvUSD.k12.az.us/mtmsweb/index.ht
 Phone Number : (480) 538-7100
 Fax Number : (480) 538-7110
 E-mail : tbeckwith@pvUSD.k12.az.us

Mission

Mountain Trail Middle School is dedicated to providing a comprehensive core curriculum for all students. This is achieved through commitment, collaboration, consistency, and community partnership within a safe and orderly environment.

We believe that a Circle of Responsibility exists in the education of children. This includes equal participation between parents, students and educators. Everyone is responsible and accountable for his/her choices and actions.

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 Goal 1 - To improve student achievement by providing all students the opportunity to access an appropriately challenging and standards-based curriculum.
- ü Goal 2 - To advance teaching excellence for the purpose of school improvement.
- ü Goal 3 - To foster a sense of belonging to a small school community by enhancing school identity, school culture and school pride.

Enrollment

October 1, 2004 School Year Student Enrollment : 899
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 39

Instructional Programs

- ü Core Knowledge Curriculum
- ü Accelerated Reader Program
- ü Honors Program for Math and English
- ü Intradisciplinary Curriculum
- ü Integrated Technology Program
- ü Culinary Arts and Visual Arts Program
- ü Comprehensive Performing Arts Program
- ü Foreign Language and Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Six newsletters are mailed to parents each school year in addition to supplemental flyers as needed. Report cards and progress reports are mailed home to parents quarterly. Student grades may be accessed by using Power School. Passwords for Power School are mailed to students and parents by the second week of school. An up-to-date school bulletin is kept on Power School. Homework assignments can be accessed over the internet at www.schoolnotes.com for all academic and elective programs.

Parents

Mountain Trail endorses parent participation by visiting the school; serving on school committees; reinforcing student adherence to school rules; and monitoring student responsibility for completing all classroom assignments and projects. The Mountain Trail Middle School PTSO helps to coordinate parent volunteers for various programs and activities throughout the school year. Additional information regarding parent involvement is included in the school's parent newsletter.

Transportation Policy

Bus transportation services are provided for all students who reside further than one and one-half miles from the school. Two activity buses are available for students who participate in after school clubs and intramural activities.

School Honors

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

Award/Honor	Year
ü Channel 3 -Fulton Homes Silver Apple Teacher Award	2004
ü Seventh grade PVUSD Poetry Contest Winner	2004
ü PLATO/NASA Science Camp Student Recipient	2004
ü National Board Certified/District Teacher Mentor	2004

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	410	2777	78250	99	100	99	581	570	548	6	12	21	9	14	18	67	53	48	18	20	13
All Students (Prior Year)	431	2804	75001	100	100	99	491	481	468	17	26	37	42	39	36	23	20	16	18	15	10
Female	203	1332	38071	99	100	99	580	568	549	6	12	20	9	15	19	67	55	49	18	19	12
Male	206	1443	40126	98	99	99	583	571	547	6	13	23	10	13	17	67	52	46	17	22	14
African American	11	89	4058	92	99	99	574	536	523	13	21	32	13	21	22	75	55	41	0	4	5
Hispanic	31	453	29129	100	98	99	549	535	527	7	26	32	20	24	23	70	44	40	3	6	6
Asian/Pacific Islander	20	79	1747	100	98	100	593	597	589	0	8	9	6	5	9	63	54	50	31	32	32
American Indian/Alaskan Native	NC	33	4996	NC	100	100	NC	553	518	NC	11	36	NC	30	25	NC	48	36	NC	11	4
White	345	2123	38320	99	100	99	584	577	568	6	10	12	8	12	14	67	55	55	19	23	19
Students with Disabilities	32	289	9329	100	100	100	511	477	454	41	59	64	38	16	18	21	21	16	0	4	2
Students without Disabilities	378	2488	68996	98	99	99	587	580	561	3	7	16	7	14	18	71	57	52	19	22	14
Limited English Proficient Students	NC	187	10133	NC	100	100	NC	480	488	NC	41	45	NC	24	25	NC	33	28	NC	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	40	586	33388	91	91	94	553	539	530	10	26	32	23	22	22	65	46	40	3	6	5
Non-Economically Disadvantaged	370	2191	44937	100	100	100	585	578	561	6	9	13	8	12	15	67	55	54	19	24	18

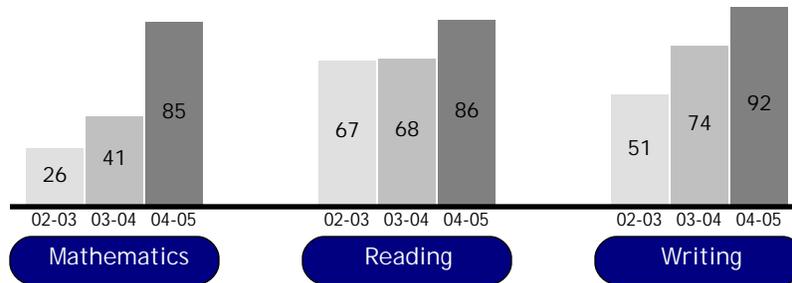
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	410	2777	78302	99	0	99	547	530	512	2	7	11	11	17	25	72	66	57	14	10	7
All Students (Prior Year)	431	2801	74918	100	100	99	518	511	497	16	20	32	16	17	19	41	43	35	27	20	15
Female	203	1332	38082	99	0	99	552	535	518	1	4	8	10	15	24	76	70	61	14	10	7
Male	206	1443	40166	98	0	99	542	524	507	4	9	14	13	19	26	69	62	54	15	10	6
African American	11	89	4064	92	0	100	525	508	498	0	12	14	38	21	29	50	64	54	13	3	3
Hispanic	31	453	29152	100	0	99	518	496	492	10	18	17	23	31	34	60	48	46	7	2	2
Asian/Pacific Islander	20	79	1746	100	0	100	545	544	542	0	7	5	13	9	13	69	62	66	19	22	16
American Indian/Alaskan Native	NC	33	4993	NC	0	100	NC	519	484	NC	4	19	NC	33	38	NC	59	42	NC	4	1
White	345	2123	38347	99	0	99	550	537	531	2	4	5	9	14	17	74	70	68	15	12	10
Students with Disabilities	32	288	9353	100	0	100	493	450	429	7	31	40	41	41	38	52	25	22	0	3	1
Students without Disabilities	378	2489	69024	98	0	99	551	539	524	2	4	7	9	14	23	74	71	62	15	11	7
Limited English Proficient Students	NC	187	10140	NC	0	100	NC	439	451	NC	33	28	NC	40	43	NC	24	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	40	586	33398	91	0	94	512	501	495	13	17	18	20	31	35	60	49	46	8	3	2
Non-Economically Disadvantaged	370	2191	44979	100	0	100	551	537	525	1	4	6	10	13	18	74	71	66	15	12	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	410	2772	78094	99	99	99	579	560	545	1	2	3	7	13	18	88	84	77	4	2	2
All Students (Prior Year)	431	2793	74503	100	100	99	526	507	491	3	7	9	22	27	32	62	57	51	12	9	8
Female	203	1327	38025	99	99	99	588	571	558	1	1	2	3	7	13	92	90	82	5	2	2
Male	206	1443	40013	98	99	99	572	549	534	1	2	5	11	18	23	85	78	71	4	2	1
African American	11	89	4037	92	99	99	559	533	532	0	5	4	25	22	22	63	71	73	13	1	1
Hispanic	31	450	29068	100	98	99	545	524	523	3	5	5	13	26	27	83	68	67	0	1	1
Asian/Pacific Islander	20	80	1743	100	99	100	581	585	577	0	0	2	6	8	9	88	87	82	6	5	8
American Indian/Alaskan Native	NC	33	4981	NC	100	100	NC	569	526	NC	0	4	NC	7	25	NC	93	70	NC	0	0
White	345	2120	38265	99	100	99	583	567	564	0	1	2	6	10	11	89	87	84	5	2	3
Students with Disabilities	32	288	9275	100	100	100	525	470	444	3	9	14	34	44	46	62	45	39	0	2	1
Students without Disabilities	378	2484	68892	98	99	98	584	570	559	0	1	2	4	9	14	90	88	82	5	2	2
Limited English Proficient Students	NC	186	10084	NC	100	100	NC	467	474	NC	10	10	NC	40	39	NC	48	50	NC	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	40	584	33296	91	91	94	551	533	527	5	5	5	10	24	27	85	71	67	0	0	0
Non-Economically Disadvantaged	370	2188	44871	100	100	100	583	567	559	0	1	2	6	10	12	89	87	84	5	2	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
7	Reading	96	67	60	51	95	71	NA	54	99	65	57	50
	Language	98	69	64	54	92	72	69	58	99	68	61	52
	Mathematics	95	74	70	58	89	78	73	62	99	65	59	50
8	Reading	98	63	60	53	97	71	NA	55	99	67	59	51
	Language	98	60	59	49	97	71	62	52	99	65	58	50
	Mathematics	95	65	67	58	94	75	71	61	99	69	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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Review and Input as Required
- Ü Assist With Short and Long Term Planning
- Ü Advisement Regarding Student Management
- Ü Provide Input Regarding District Issues
- Ü Developing and Renewing Vision Statement
- Ü Tax Credit Expenditure Review

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.16
Other Professional Staff	5.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	3	6	0	0
7 to 9 years	4	7	0	0
10 or more years	4	19	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	191
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	0%

Resources Available at School Site

Special Facilities

- Ü Four Computer Labs
- Ü Separate Applied Technology Lab
- Ü Extensive Physical Education Facility
- Ü Complete Performing Arts Classrooms

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Intramural Sports Festival Program
- Ü Varied Student Interest Programs
- Ü Coyote Cafe
- Ü Theater Performance -School Play
- Ü Technology Club
- Ü Limited Interscholastic Activity Program

Social Services

- Ü Breakfast Program
- Ü Crisis Intervention
- Ü Advisement Services
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü First Core Knowledge public middle school in Arizona. All elementary feeder schools for Mountain Trail Middle School are also Core Knowledge Schools. Elementary schools include Boulder Creek, Eagle Ridge, Grayhawk, Pinnacle Peak, and Sunset Canyon.
- ü School Awards: 1) Recipient of the Arizona Department of Education's health and nutrition grant program for the purpose of curriculum integration; 2) Top middle school participation award from the American Cancer Society for Relay for Life.
- ü Teacher Awards: 1) Teacher recipient of the Channel 3 -Fulton Homes Silver Apple Teacher Award for the 2003-2004 school year; 2) National Board Certified/district teacher mentor faculty representative.
- ü Student Awards: 1) Paradise Valley Unified School District 7th grade poetry contest winner for the 2003-2004 school year; 2) Arizona student representative selected for the PLATO/NASA space science program held in Houston, Texas.

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	9	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	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 faculty, staff, and PTSO all concur that the educational process should not be interrupted by inappropriate behavior. Personal discipline and respect for others should be the norm--and more importantly modeled, by all students, staff and parents. Students are provided a positive, safe and orderly learning environment, where they can explore and experience diverse educational opportunities to achieve their very best.

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) :

1

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	Tanya Beckwith	(480) 538-7100
Transportation Policy	Jeff Cook	(480) 493-6324
Community Resources	S. Speciale/M. Williams	(480) 538-7100
School Nutrition Programs	Kathy Glindmeier	(928) 493-6330
Parent Organization	Janice Grandy	(480) 538-7100
Student Health/Nurse	Dee Smith	(480) 538-7100

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.