

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

15815 N. 29th Street, Phoenix, AZ 85032

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Not Evaluated
2002-03	Not Evaluated

(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	Not Evaluated

#### 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 : Mr. Manuel S. Ramirez  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : 4-6  
 2005 Enrollment : 457  
 Web Address :  
 Phone Number : (602) 494-8000  
 Fax Number : (602) 494-8006  
 E-mail : mramirez@pvusd.k12.az.us

### Mission

The mission of Palomino Intermediate is to have every child on grade level by the end of grade six. In pursuit of this end, our mission is to enable our staff to meet the learning needs of our students in a timely manner. We will provide additional support for our students where it is needed by fully utilizing the resources available to us and to our students and seeking additional resources where necessary.

### School / Academic Goals

- ü Every child on grade level in reading by the end of grade six by providing high quality staff development, continuing to implement the Literacy First Reading Process and integrating reading instruction into content and special area instruction.
- ü Every child on grade level in Math by the end of grade six by providing high quality staff development, developing and implementing school-wide programs that foster the acquisition of critical skills.
- ü Every child on grade level in Writing by the end of grade six by providing high quality staff development, engaging in school-wide writing events and prompts, dedicating daily time to writing instruction and writing across the curriculum.
- ü Ensure a positive and productive learning climate by implementing a behavior and discipline system that meets the needs of this school by enhancing respect, meeting the learning needs of children and implementing the Olweus Anti-Bullying program.

### Enrollment

October 1, 2004 School Year Student Enrollment : 470  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- ü The Literacy First Reading Process
- ü Math Facts for math fluency
- ü Writing Across the Curriculum
- ü Lone Star Math for problem solving
- ü Accelerated Reader
- ü Fast ForWord

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Palomino Intermediate has the primary responsibility of providing students an education. We are responsible for communicating our goals and expectations of students, our plans for reaching those goals, and assisting families so that they can help their children achieve success. We disseminate information about the school and district in Spanish and English, and provide translation so teachers can communicate with parents.

Parents

Parents should provide space and time for homework and monitor its completion; support the school's attendance policy; support the uniform policy; encourage children to be responsible for their own learning and behavior; attend school functions; and encourage respect for school staff, classmates and school property.

Transportation Policy

The District transportation policy states that students in grades one through six are transported to school if their residence is one mile or more from the school.

School Honors

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

Award/Honor	Year
ü 2 teachers elected to Who's Who Among America's Teacher	2005
ü Mason's Teacher of the Year	2004
ü 9 students elected to AZ QUEST FOR KIDS	2004
ü 12 students elected to AZ QUEST FOR KIDS	2003

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	153	2711	78906	100	100	99	463	515	498	31	8	13	29	13	19	33	50	48	6	29	20
All Students (Prior Year)	178	2756	76019	100	100	100	454	513	499	40	9	14	42	32	39	11	16	14	8	43	33
Female	73	1325	38644	100	100	99	461	517	500	30	7	12	35	13	19	32	51	49	3	29	19
Male	79	1384	40236	99	100	99	464	514	497	32	9	15	24	13	19	35	49	46	10	29	20
African American	NC	94	4087	NC	99	99	NC	486	481	NC	11	20	NC	20	24	NC	53	45	NC	15	11
Hispanic	129	565	31938	100	100	99	459	484	481	34	19	19	29	24	25	31	46	46	6	12	10
Asian/Pacific Islander	NC	81	1805	NC	99	98	NC	538	536	NC	5	5	NC	3	8	NC	48	45	NC	44	42
American Indian/Alaskan Native	--	33	4593	--	100	100	--	499	467	--	14	26	--	14	29	--	59	39	--	14	6
White	16	1938	36483	100	100	99	497	525	517	8	5	7	17	10	13	67	51	51	8	34	30
Students with Disabilities	21	394	10664	100	100	100	442	451	430	35	29	42	24	25	27	29	37	26	12	9	5
Students without Disabilities	132	2317	68310	99	98	98	466	526	509	31	5	9	30	11	18	34	52	51	6	33	22
Limited English Proficient Students	98	270	12573	100	100	100	455	448	454	37	24	27	31	29	30	26	40	38	5	7	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	140	798	38679	97	95	96	467	487	483	32	19	20	29	20	25	33	49	45	7	12	10
Non-Economically Disadvantaged	13	1913	40295	100	100	100	341	527	513	25	4	7	25	10	13	50	50	50	0	36	30

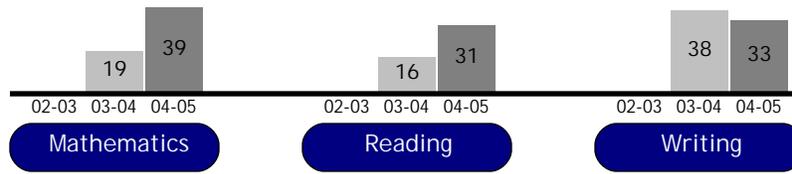
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	2712	78908	99	0	99	444	499	484	26	6	10	43	15	23	31	65	58	0	14	9
All Students (Prior Year)	176	2754	76020	99	100	100	482	510	503	64	17	25	20	18	23	15	47	40	1	18	12
Female	73	1327	38648	100	0	99	444	504	489	32	5	8	40	14	22	28	65	61	0	16	10
Male	78	1383	40233	98	0	99	444	494	479	19	7	12	47	17	25	34	66	55	0	11	8
African American	NC	94	4092	NC	0	99	NC	481	473	NC	5	12	NC	19	28	NC	65	54	NC	11	5
Hispanic	128	564	31940	99	0	99	439	467	465	28	15	16	46	33	32	26	48	49	0	3	3
Asian/Pacific Islander	NC	81	1805	NC	0	98	NC	509	507	NC	3	4	NC	11	13	NC	69	65	NC	17	18
American Indian/Alaskan Native	--	33	4569	--	0	100	--	493	457	--	3	18	--	24	39	--	69	41	--	3	2
White	16	1940	36502	100	0	99	480	508	502	8	3	4	25	11	14	67	69	67	0	17	15
Students with Disabilities	21	394	10665	100	0	100	439	442	423	12	19	30	35	31	36	53	48	31	0	2	2
Students without Disabilities	131	2318	68312	98	0	98	444	508	493	28	4	7	44	13	21	27	68	62	0	16	10
Limited English Proficient Students	97	269	12556	100	0	100	436	431	436	31	20	24	48	40	40	21	39	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	139	798	38662	96	0	96	447	474	468	26	14	16	44	29	32	30	54	49	0	4	3
Non-Economically Disadvantaged	13	1914	40315	100	0	100	334	509	498	25	2	5	25	10	15	50	70	66	0	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	2708	78750	99	100	99	451	516	500	16	4	6	51	21	29	33	71	63	0	3	2
All Students (Prior Year)	175	2748	75673	98	99	100	472	558	530	25	7	12	36	18	25	36	68	58	2	7	4
Female	73	1324	38586	100	100	99	463	531	515	15	2	4	48	13	22	37	79	71	0	5	3
Male	77	1382	40135	96	100	99	442	501	486	16	5	8	55	29	35	29	64	56	0	2	1
African American	NC	94	4081	NC	99	99	NC	495	488	NC	5	8	NC	20	32	NC	72	59	NC	3	2
Hispanic	127	562	31841	98	100	99	447	485	483	18	9	8	51	36	36	31	54	55	0	1	1
Asian/Pacific Islander	NC	81	1802	NC	99	98	NC	530	533	NC	3	2	NC	13	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	--	32	4586	--	100	100	--	515	481	--	7	8	--	14	37	--	79	54	--	0	1
White	16	1939	36440	100	100	99	483	524	516	0	2	3	50	18	22	50	76	71	0	4	4
Students with Disabilities	21	395	10622	100	100	100	411	441	415	12	13	21	71	47	50	18	40	28	0	1	1
Students without Disabilities	130	2313	68196	98	98	98	458	528	513	17	2	3	48	17	25	35	77	69	0	4	3
Limited English Proficient Students	97	269	12504	100	100	100	442	444	451	19	13	12	52	41	44	29	45	43	0	1	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	138	797	38558	95	94	96	456	487	485	16	9	8	51	35	37	33	55	54	0	1	1
Non-Economically Disadvantaged	13	1911	40260	100	100	100	300	527	514	25	2	3	50	16	21	25	78	72	0	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	--	--	65	52	81	23	NA	56	100	28	58	48
	Language	--	--	60	48	98	27	63	52	100	28	57	49
	Mathematics	--	--	69	57	98	32	72	61	100	38	61	53
5	Reading	--	--	64	50	95	20	NA	55	99	28	58	50
	Language	--	--	58	46	99	19	60	49	99	29	59	50
	Mathematics	--	--	69	57	99	28	72	63	99	30	57	49
6	Reading	--	--	67	53	98	26	NA	56	99	32	61	51
	Language	--	--	60	45	99	22	61	48	99	30	57	47
	Mathematics	--	--	74	62	99	38	76	66	99	34	62	52

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Student Transition and Promotion
- Ü Parental Involvement
- Ü Community Involvement
- Ü School Safety
- Ü School Uniforms

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	2.00	Teacher Aide	1.00

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	4	1	0	0
7 to 9 years	1	4	0	0
10 or more years	1	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
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 Computer Lab
- Ü Stage and Auditorium
- Ü Library/Media Center
- Ü Fast ForWord Lab

Extracurricular Activities

- Ü Community Learning Center Activities
- Ü 2 After School Dance Programs
- Ü Quest Mentoring Programs
- Ü After School Homework Club
- Ü Before School extended day Project EXCEL
- Ü Choir
- Ü Art Enrichment

Social Services

- Ü Valle del Sol/Parenting Group
- Ü Social Worker
- Ü Community Learning Center
- Ü Patty Wallace, Homeless Liaison
- Ü Project RAP (Reaching All Parents)
- Ü Psychologist
- Ü Scottsdale Health Center's NOAH Clinic

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We experienced a significant increase in AIMS scores in both Reading and Math.
  
- ü Establishment of a high quality before school program of instruction aimed at students needing additional help in reading and math. Project EXCEL provided 180 students with an additional 5 hours a week of instruction.
  
- ü Expansion of Valle del Sol parent classes into school and classroom level support by parents. Parents trained in the program accompanied students on field trips, helped teachers and provided copying assistance for staff.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	17	12	12	17
Transfers In Rate <sup>6</sup>	33	28	28	37
Stability Rate <sup>7</sup>	82	87	87	82
Promotion Rate <sup>8</sup>	94	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	4	0	1	6
Status Unknown <sup>11</sup>	1	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

As of September 6, 2005 three students have been suspended. This is the first year of the implementation of the Olweus Anti-Bullying Program. The staff has created a behavior rubric to include all disciplinary issues, and consequences are being strictly enforced school-wide, including conferencing for each incident. We will continue to arrange frequent school-wide positive choice field trips and events for our students as we teach them the benefits of positive behavior choices.

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
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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	Manuel Ramirez	(602) 494-8000
Transportation Policy	Jeff Cook	(602) 493-6324
Community Resources	Karen Hearn	(602) 602-5209
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Manuel Ramirez	(602) 494-8000
Student Health/Nurse		(602) 494-8000

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."

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).

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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.