

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

755 N Bonito Street, Flagstaff, AZ 86001

Flagstaff 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	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	Not 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 : Ms. Ilona Anderson
 Schedule : 07:00 AM to 05:00 PM
 Grades : 7-8
 2005 Enrollment : 753
 Web Address : www.flagstaff.k12.az.us/flagstaff_middle/
 Phone Number : (928) 773-8150
 Fax Number : (928) 773-8169
 E-mail : ianderso@apscc.org

Mission

FMS will provide challenging opportunities in the academic, physical, emotional and social growth of our students in a safe and supportive learning environment. This requires personal responsibility, cooperation and compassionate response to others.

School / Academic Goals

- ü All teachers at Flagstaff Middle School will use strategies to increase FMS scores in vocabulary. This will be implemented through reading in the content area (R-E1 PO2) and strategies teaching the meaning of vocabulary using root words. (RE1 PO1).
- ü Teachers will include strategies in their instruction that will focus on Rigor, Relevance, Reflection and Relationships. Students will also understand and be able to discuss the quadrant in which they are working.
- ü All students will be engaged in all classes in using the Six Traits of Writing, and also know and apply the vocabulary of the Six Traits.
- ü FMS will function as an effective learning community, support a climate conducive to student achievement, and possess an effective two-way communication system. Strategies are in place to implement this goal.

Enrollment

October 1, 2004 School Year Student Enrollment : 740
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 25

Instructional Programs

- Ü On-site Special Education
- Ü Technology Based Learning
- Ü Character Education
- Ü Title I & SEI Classrooms
- Ü NAU/NASA T.E.L.C. Magnet Program
- Ü Responsible Thinking Classroom
- Ü After School Magnet School Programs
- Ü READ RIGHT Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 51 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We provide a safe/positive environment; provide for differences in learning styles; afford students maximum opportunities for success and cooperation; model and teach management, interpersonal skills, goal setting, problem solving, respect for all. We are also beginning a Parent Involvement Team with House Meetings to involve more parents in our educational community.

Parents

Parents will provide conditions at home conducive to study; provide encouragement to complete all assignments; offer assistance to teachers in the development of student initiative and responsibility; and, provide information, through newsletters, meetings and our Behavior Code Booklet, in respecting school personnel, rules and others.

Transportation Policy

Flagstaff Unified School District has 94 buses with 12 being specially equipped. FUSD services 12 miles west, 60 miles east, 45 miles north and 30 miles south of Flagstaff. FUSD also provides activity busses for after school programs and busses for the magnet programs in the district.

School Honors

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

Award/Honor	Year
Ü Received First Place ASBA Golden Bell Award	2003
Ü Only Title I School Rated 'Excelling'	2003
Ü FMS Awarded A NASA Explorer School Three Year Grant	2003
Ü FMS Received the State A+ School of Excellence Award	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	320	792	78250	99	98	99	559	564	548	17	17	21	11	13	18	49	50	48	23	21	13
All Students (Prior Year)	347	853	75001	95	97	99	478	477	468	31	29	37	33	36	36	21	20	16	16	14	10
Female	148	378	38071	98	99	99	557	563	549	13	15	20	12	14	19	53	52	49	22	19	12
Male	172	414	40126	99	98	99	561	565	547	21	19	23	11	11	17	45	48	46	23	22	14
African American	NC	16	4058	NC	89	99	NC	548	523	NC	19	32	NC	19	22	NC	56	41	NC	6	5
Hispanic	67	162	29129	100	100	99	534	541	527	27	24	32	12	15	23	46	50	40	15	11	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	60	206	4996	100	98	100	526	542	518	28	25	36	13	16	25	48	49	36	11	10	4
White	182	404	38320	97	98	99	578	583	568	10	10	12	10	10	14	49	50	55	30	30	19
Students with Disabilities	67	150	9329	100	97	100	423	469	454	59	58	64	16	17	18	21	24	16	3	2	2
Students without Disabilities	253	642	68996	98	98	99	594	586	561	6	7	16	10	12	18	56	56	52	28	25	14
Limited English Proficient Students	36	96	10133	100	100	100	395	483	488	50	39	45	15	23	25	33	35	28	3	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	91	300	33388	83	87	94	544	542	530	32	29	32	11	14	22	50	51	40	7	7	5
Non-Economically Disadvantaged	229	492	44937	100	100	100	565	577	561	11	9	13	11	12	15	48	50	54	29	29	18

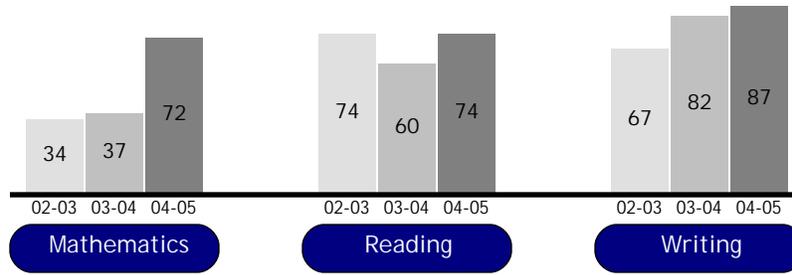
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	320	793	78302	99	0	99	513	517	512	8	10	11	17	20	25	66	62	57	8	8	7
All Students (Prior Year)	346	851	74918	95	97	99	509	504	497	21	24	32	19	20	19	39	38	35	21	18	15
Female	149	379	38082	99	0	99	512	516	518	4	7	8	17	20	24	73	67	61	6	6	7
Male	171	414	40166	99	0	99	514	517	507	13	13	14	17	21	26	60	56	54	10	11	6
African American	NC	17	4064	NC	0	100	NC	510	498	NC	13	14	NC	13	29	NC	75	54	NC	0	3
Hispanic	66	161	29152	99	0	99	490	496	492	16	17	17	28	28	34	52	51	46	5	4	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	60	205	4993	100	0	100	478	493	484	17	16	19	30	30	38	54	51	42	0	3	1
White	183	406	38347	98	0	99	531	535	531	3	4	5	10	13	17	75	70	68	12	13	10
Students with Disabilities	67	152	9353	100	0	100	399	438	429	33	39	40	33	31	38	33	27	22	2	2	1
Students without Disabilities	253	641	69024	98	0	99	542	536	524	2	3	7	13	17	23	75	70	62	10	10	7
Limited English Proficient Students	36	95	10140	100	0	100	355	439	451	43	31	28	25	35	43	33	34	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	90	299	33398	82	0	94	500	498	495	18	18	18	28	27	35	53	53	46	1	1	2
Non-Economically Disadvantaged	230	494	44979	100	0	100	518	528	525	5	5	6	13	16	18	71	67	66	11	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	318	793	78094	98	98	99	550	550	545	2	3	3	11	14	18	84	81	77	3	2	2
All Students (Prior Year)	343	848	74503	94	97	99	551	520	491	3	5	9	15	23	32	65	61	51	17	11	8
Female	149	378	38025	99	99	99	561	560	558	1	1	2	4	9	13	91	88	82	4	2	2
Male	169	415	40013	98	98	99	541	540	534	3	5	5	17	19	23	78	76	71	2	1	1
African American	NC	17	4037	NC	94	99	NC	565	532	NC	0	4	NC	13	22	NC	88	73	NC	0	1
Hispanic	68	163	29068	100	100	99	527	532	523	3	4	5	18	19	27	75	75	67	3	1	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	58	204	4981	97	97	100	524	535	526	2	3	4	20	21	25	76	75	70	2	1	0
White	181	405	38265	97	98	99	566	563	564	2	2	2	5	9	11	89	86	84	4	2	3
Students with Disabilities	66	151	9275	99	98	100	434	460	444	8	11	14	34	43	46	54	45	39	3	1	1
Students without Disabilities	252	642	68892	98	98	98	581	572	559	0	1	2	5	7	14	92	90	82	3	2	2
Limited English Proficient Students	35	95	10084	100	100	100	391	480	474	10	7	10	30	27	39	55	64	50	5	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	89	300	33296	81	87	94	542	535	527	4	5	5	18	21	27	77	73	67	1	1	0
Non-Economically Disadvantaged	229	493	44871	100	100	100	554	560	559	1	1	2	8	10	12	87	87	84	4	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	97	65	61	51	97	66	NA	54	97	61	56	50
	Language	95	66	61	54	96	71	65	58	97	62	57	52
	Mathematics	97	65	65	58	98	74	69	62	97	59	56	50
8	Reading	98	68	61	53	95	67	NA	55	96	58	55	51
	Language	96	66	54	49	93	66	57	52	96	57	53	50
	Mathematics	98	73	66	58	95	67	67	61	96	62	61	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)
- 6 Teacher(s)
- 7 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Budget
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	4	0	0
10 or more years	16	20	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	137
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Five Computer Labs
- Ü NAU/NASA T.E.L.C. Video Conferencing
- Ü Library

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Math Olympiad
- Ü Odyssey of the Mind
- Ü Volleyball, Basketball, Wrestling
- Ü Jazz Band
- Ü E Missions From and With NASA
- Ü Chess Club

Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Community Classes
- Ü Native American Academic Advisor
- Ü Parent Involvement Team
- Ü Adolescent Lifeskills
- Ü Character Counts

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students were engaged in Student Conversation(higher level thinking skills) for an average of over 50% for the school year 2004-2005. Data was taken by administrators at least twice per month throughout the year.
- ü FMS will improve attendance percentages for the year 2004-2005. Previous attendance was at 93.6% for the year.FMS had a school-wide daily attendance average, for the year 2004-2005, of over 97%.
- ü FMS will create a more positive climate. At the end of 2004-2005, five students per week were recognized for Character Counts,one student per team, per week was recognized for improvement, and all students with perfect attendance received awards.
- ü Eighty percent of our ELL population met or exceeded the standards for No Child Left Behind.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	18	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	89	96	95	81
Retention Rate ⁹	2	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

We have established an Emergency Response Plan, strict policies for physical altercations and dress code, a school-wide Responsible Thinking Process Classroom, Character Counts Program, Adolescent Lifeskills class, GREAT Program, and Project Wisdom. We also reward students for positive behavior and attitude. We reduced our serious offenses by 58% during the school year. We have added more lunch time monitors and a Refocus room for offenses during lunchtime.

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) :

17

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	Lori Breihan	(928) 773-1245
Transportation Policy	Dan McCoy	(928) 773-4170
Community Resources	Robert Kuhn	(928) 773-8150
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Terri Ault	(928) 213-8134
Student Health/Nurse	Carmen Wilson	(928) 773-8150

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 300 Copies = \$114.00

** 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.