

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1550 W Summit Place, Chandler, AZ 85224

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Excelling
2002-03	Excelling

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Ms. Emma Y Walker
 Schedule : 08:00 AM to 04:00 PM
 Grades : 7-9
 2005 Enrollment : 982
 Web Address : www.mpsaz.org/hendrix
 Phone Number : (480) 472-3300
 Fax Number : (480) 472-3320
 E-mail : eywalker@mpsaz.org

Mission

The staff at Hendrix Junior High School is committed to providing all students the opportunity to be resourceful, productive and contributing members of society with a commitment to lifelong learning.

School / Academic Goals

- ü Students will demonstrate an improvement of at least 1% in reading by effectively applying a variety of reading strategies for comprehending, interpreting, and evaluating a wide range of texts. Reading for Success will be implemented schoolwide.
- ü Students will demonstrate calculating geometric measurements and computing with rational numbers with an improvement over the previous year's scores.
- ü Students will meet state standards in English and grammar.
- ü Students will demonstrate the correct usage of conventions in their writing with an improvement of at least 1% over the previous year's performance.

Enrollment

October 1, 2004 School Year Student Enrollment : 1004
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 77

Instructional Programs

- ü Advanced Academic Placement
- ü Gifted / ESL/Bilingual
- ü Tutoring and Study Skills
- ü On-site Special Educational Services
- ü Service Learning
- ü Technology-Based Learning
- ü Accelerated Music Ensembles
- ü At-Risk Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Hendrix is an invitational school that provides a quality education in a safe, secure environment, that is conducive to learning, for all students of all backgrounds and abilities. We maintain high expectations for student academic and social development with the major emphasis on academic achievement, and social development as a secondary goal. Our teachers possess both knowledge and skill and communicate regularly and openly with parents seeking their support and input.

Parents

Parents play an active role in their child's education through support of school policies (such as attendance and dress code), programs and activities. They should provide appropriate meals, clothing, and an area for homework to be completed. Communication with teachers is essential. Parents will support the school staff on matters concerning academic achievement and appropriate behavior.

Transportation Policy

Busing is provided for all students living more than one and a half miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
ü Concert Band/Chorus/Orchestra/AMEA Invitation	2005
ü MathCounts Various Local and Regional Titles	2005
ü Math Testing - Various Local and Regional Titles	2005
ü Athletics/Spiritline and Dance - Titles and Honors	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	337	5700	78250	99	98	99	566	565	548	13	14	21	14	13	18	54	52	48	19	21	13
All Students (Prior Year)	310	5673	75001	98	99	99	501	489	468	15	24	37	35	33	36	25	24	16	25	20	10
Female	160	2750	38071	98	98	99	565	568	549	10	12	20	16	14	19	56	53	49	18	20	12
Male	177	2950	40126	99	98	99	566	563	547	16	15	23	12	13	17	52	51	46	19	21	14
African American	20	230	4058	95	97	99	553	527	523	11	20	32	21	20	22	63	53	41	5	7	5
Hispanic	84	1677	29129	100	99	99	540	538	527	24	26	32	20	18	23	48	47	40	8	9	6
Asian/Pacific Islander	13	136	1747	100	96	100	628	587	589	0	7	9	9	8	9	55	51	50	36	34	32
American Indian/Alaskan Native	NC	233	4996	NC	98	100	NC	524	518	NC	26	36	NC	23	25	NC	43	36	NC	8	4
White	215	3424	38320	98	98	99	572	582	568	11	7	12	11	10	14	55	56	55	23	27	19
Students with Disabilities	28	498	9329	100	100	100	396	423	454	74	55	64	15	19	18	11	24	16	0	3	2
Students without Disabilities	309	5203	68996	98	98	99	582	579	561	7	10	16	14	13	18	58	55	52	21	23	14
Limited English Proficient Students	16	423	10133	100	100	100	375	443	488	50	45	45	17	22	25	33	33	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	103	2386	33388	94	93	94	550	549	530	24	23	32	20	18	22	48	49	40	9	10	5
Non-Economically Disadvantaged	234	3315	44937	100	100	100	572	577	561	9	7	13	12	10	15	56	55	54	23	28	18

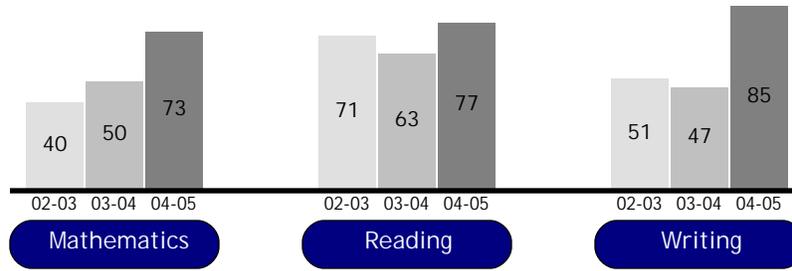
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	338	5699	78302	99	0	99	523	523	512	5	7	11	18	19	25	71	65	57	6	9	7
All Students (Prior Year)	310	5674	74918	98	99	99	511	502	497	20	28	32	17	18	19	40	36	35	23	18	15
Female	161	2752	38082	99	0	99	526	531	518	3	5	8	17	18	24	73	67	61	7	10	7
Male	177	2947	40166	99	0	99	520	516	507	6	9	14	20	20	26	69	62	54	5	8	6
African American	20	230	4064	95	0	100	518	496	498	0	4	14	32	36	29	68	59	54	0	2	3
Hispanic	84	1678	29152	100	0	99	507	497	492	11	15	17	25	30	34	59	52	46	5	3	2
Asian/Pacific Islander	13	136	1746	100	0	100	586	537	542	0	4	5	18	14	13	45	67	66	36	14	16
American Indian/Alaskan Native	NC	233	4993	NC	0	100	NC	486	484	NC	15	19	NC	31	38	NC	52	42	NC	2	1
White	215	3422	38347	98	0	99	526	539	531	3	3	5	14	13	17	77	71	68	6	12	10
Students with Disabilities	28	498	9353	100	0	100	393	400	429	26	33	40	52	39	38	22	27	22	0	1	1
Students without Disabilities	310	5202	69024	98	0	99	535	535	524	2	5	7	15	17	23	76	68	62	7	10	7
Limited English Proficient Students	16	423	10140	100	0	100	352	405	451	39	33	28	33	42	43	22	24	29	6	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	103	2384	33398	94	0	94	508	507	495	6	13	18	34	30	35	57	54	46	2	4	2
Non-Economically Disadvantaged	235	3316	44979	100	0	100	529	534	525	4	3	6	12	12	18	77	72	66	8	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	315	5652	78094	92	97	99	547	546	545	3	3	3	12	17	18	84	78	77	1	2	2
All Students (Prior Year)	307	5635	74503	97	99	99	479	479	491	14	13	9	39	37	32	38	42	51	9	8	8
Female	152	2739	38025	93	97	99	558	562	558	1	2	2	8	12	13	89	83	82	1	3	2
Male	163	2913	40013	92	97	99	537	531	534	5	5	5	16	21	23	78	72	71	1	1	1
African American	18	227	4037	86	96	99	570	525	532	0	2	4	0	23	22	100	74	73	0	0	1
Hispanic	78	1662	29068	96	98	99	526	515	523	6	7	5	24	29	27	70	63	67	0	0	1
Asian/Pacific Islander	13	135	1743	100	95	100	576	563	577	0	4	2	9	8	9	82	80	82	9	8	8
American Indian/Alaskan Native	NC	226	4981	NC	95	100	NC	510	526	NC	7	4	NC	23	25	NC	69	70	NC	1	0
White	200	3402	38265	91	97	99	551	564	564	3	1	2	9	11	11	88	85	84	1	3	3
Students with Disabilities	26	484	9275	100	100	100	398	397	444	16	17	14	36	48	46	48	34	39	0	1	1
Students without Disabilities	289	5169	68892	92	97	98	561	560	559	2	2	2	10	14	14	87	82	82	1	2	2
Limited English Proficient Students	14	412	10084	100	100	100	331	405	474	28	19	10	33	47	39	39	33	50	0	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	94	2356	33296	85	92	94	533	529	527	6	6	5	19	26	27	76	67	67	0	1	0
Non-Economically Disadvantaged	221	3297	44871	96	100	100	553	558	559	2	2	2	9	11	12	87	84	84	1	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	98	70	59	51	96	63	NA	54	97	57	55	50
	Language	100	73	62	54	96	65	64	58	97	62	58	52
	Mathematics	99	77	74	58	96	71	75	62	97	61	58	50
8	Reading	98	66	58	53	95	65	NA	55	98	58	57	51
	Language	99	62	56	49	97	64	58	52	98	56	55	50
	Mathematics	99	73	69	58	96	76	73	61	97	62	62	53
9	Reading	98	59	50	41	91	54	NA	42	93	68	60	51
	Language	98	57	54	42	92	56	54	42	93	66	59	50
	Mathematics	98	82	74	60	92	78	76	63	94	68	62	50

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

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

Council Duties

- Ü School Safety/Remodeling Needs
- Ü Student Achievement/Homework/Discipline
- Ü Parent/Educator Relations/Parent Classes
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Student Travel

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.30
Other Professional Staff	6.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	1	0	0	0
7 to 9 years	4	2	0	0
10 or more years	8	28	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	196
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	0%

Resources Available at School Site

Special Facilities

- Ü Recreational Center
- Ü Four Computer Labs
- Ü Weather Station/Agricultural Project Lab
- Ü Video Production Area

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Band/Orchestra/Chorus
- Ü Sports Programs
- Ü Student Government
- Ü Special Interest Clubs
- Ü Service Learning
- Ü Drama/Dance
- Ü Career Assistance Program

Social Services

- Ü After School and PRIDE Study Programs
- Ü Parenting Assistance
- Ü Recreational and Academic Activities
- Ü Regional Health Facility
- Ü Peer Mentoring and Tutoring Programs
- Ü Agricultural Project
- Ü Lunch Programs
- Ü GED Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Math students won 6 state titles, participated in national competitions, and for 4 years, won the Chandler/Gilbert Community College competitions.

- ü Hendrix band, choral, orchestra and dance students have again received both individual and group honors including invitations to perform at state, regional and national conferences.

- ü Our Geography Department was well represented in 2004-5 with a Hendrix student taking 2nd place at the State Geography Bee.

- ü The Hendrix National Academic League team for 2004-05 won the Western Division Level Competition.

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	11	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A school emergency response plan has been implemented utilizing local police/fire and district consultants. It includes a variety of possible situations and complete instructions for students/staff/parents. Regular practices are held with students/staff and monitored by local authorities. Staff receives regular emergency response training from school, district and city-level personnel. All staff, students and visitors are required to wear ID/photo identification at all times while on the 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) :

34

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	Emma Y. Walker	(480) 472-3305
Transportation Policy	Judi Willis	(480) 472-7201
Community Resources	Emma Y. Walker	(480) 472-3305
School Nutrition Programs	Jill Benza	(480) 472-0910
Parent Organization	Kelly Day	(480) 732-1580
Student Health/Nurse	Carol Peru	(480) 472-3304

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.

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Total cost of printing: 12 Pages X .0318 Per page X 500 Copies = \$191.00

** 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.