

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3250 East Hermosa Vista Dr, Mesa, AZ 85213

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	Not 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 : Mr. Kenneth W. Erickson
 Schedule : 07:00 AM to 05:00 PM
 Grades : 7-9
 2005 Enrollment : 1311
 Web Address : www.mpsaz.org/stapley
 Phone Number : (480) 472-2700
 Fax Number : (480) 472-2828
 E-mail : kwericks@mpsaz.org

Mission

The staff, parents and community of Stapley Junior High believe all students can learn and achieve mastery of essential skills. Our purpose is to create a safe learning environment where all students can achieve high levels of performance. A positive learning environment is generated by fostering attitudes of respect and responsibility. Through academic performance and school participation, students can be motivated to become lifelong learners and productive members of our society.

School / Academic Goals

- ü There is a school wide focus on reading. All departments will work to improve reading comprehension. In addition, the school has initiated a sustained silent reading program.
- ü All students will improve comprehension in content vocabulary.
- ü Math teachers will identify students in the Approaches and Falls Far Below category of AIMS and implement specific strategies for enrichment.
- ü English teachers will utilize Step Up To Writing strategies to reteach students scoring in the Approaches and Falls Far Below categories of AIMS.

Enrollment

October 1, 2004 School Year Student Enrollment : 1304
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 91

Instructional Programs

- Ü Gifted Classes
- Ü Honors Classes
- Ü On-site Special Education
- Ü Step Up Stapley Academic Orientation 7th
- Ü Step Up to Writing- English
- Ü Fast Track Science Program
- Ü Reading/Writing Accross The Curriculum
- Ü Thinking Maps in Core Areas

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Stapley is responsible for creating and maintaining a safe environment in which all students can learn. We believe communication with parents is essential for high academic achievement of our students. Communication between the school and parents is accomplished via a quarterly newsletter, progress reports, report cards, student handbook, school web site, open houses, and parent/student orientation meetings. Stapley has both a Booster Club and SIAC.

Parents

Parents are responsible for ensuring that their children come to school ready to learn. Parents of the community support the philosophy and school rules at Stapley allowing the staff to provide the best learning environment possible. Students should be encouraged by parents to do their best in school and told of the great value of education. Parents must work closely with their child's teachers to help the child succeed academically.

Transportation Policy

Busing is provided for students living more than two 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 All Music Groups--Superior Ratings at competions	2005
Ü MPS Moviefest: Best of Show Award	2005
Ü Ftbll,Bskball, Tennis, Cheer, X-country, V-ball, Cheer	2005
Ü MARC Center Teacher of the Year	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	463	5700	78250	100	98	99	574	565	548	9	14	21	11	13	18	53	52	48	27	21	13
All Students (Prior Year)	422	5673	75001	100	99	99	496	489	468	17	24	37	34	33	36	26	24	16	23	20	10
Female	229	2750	38071	100	98	99	574	568	549	8	12	20	8	14	19	59	53	49	25	20	12
Male	234	2950	40126	100	98	99	575	563	547	10	15	23	14	13	17	48	51	46	28	21	14
African American	NC	230	4058	NC	97	99	NC	527	523	NC	20	32	NC	20	22	NC	53	41	NC	7	5
Hispanic	41	1677	29129	100	99	99	552	538	527	23	26	32	17	18	23	43	47	40	17	9	6
Asian/Pacific Islander	NC	136	1747	NC	96	100	NC	587	589	NC	7	9	NC	8	9	NC	51	50	NC	34	32
American Indian/Alaskan Native	36	233	4996	100	98	100	509	524	518	38	26	36	26	23	25	32	43	36	3	8	4
White	372	3424	38320	100	98	99	584	582	568	4	7	12	9	10	14	56	56	55	30	27	19
Students with Disabilities	30	498	9329	100	100	100	368	423	454	50	55	64	23	19	18	27	24	16	0	3	2
Students without Disabilities	433	5203	68996	100	98	99	589	579	561	6	10	16	10	13	18	55	55	52	29	23	14
Limited English Proficient Students	15	423	10133	100	100	100	250	443	488	44	45	45	25	22	25	31	33	28	0	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	69	2386	33388	95	93	94	534	549	530	36	23	32	18	18	22	38	49	40	8	10	5
Non-Economically Disadvantaged	394	3315	44937	100	100	100	581	577	561	5	7	13	10	10	15	56	55	54	30	28	18

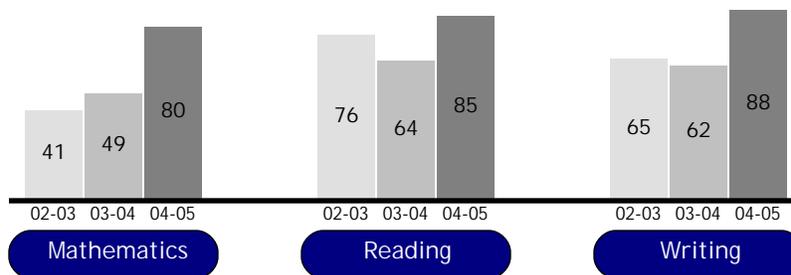
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	463	5699	78302	100	0	99	537	523	512	4	7	11	11	19	25	72	65	57	13	9	7
All Students (Prior Year)	422	5674	74918	100	99	99	513	502	497	19	28	32	17	18	19	41	36	35	23	18	15
Female	229	2752	38082	100	0	99	542	531	518	2	5	8	10	18	24	72	67	61	16	10	7
Male	234	2947	40166	100	0	99	532	516	507	5	9	14	13	20	26	72	62	54	10	8	6
African American	NC	230	4064	NC	0	100	NC	496	498	NC	4	14	NC	36	29	NC	59	54	NC	2	3
Hispanic	41	1678	29152	100	0	99	517	497	492	14	15	17	14	30	34	69	52	46	3	3	2
Asian/Pacific Islander	NC	136	1746	NC	0	100	NC	537	542	NC	4	5	NC	14	13	NC	67	66	NC	14	16
American Indian/Alaskan Native	36	233	4993	100	0	100	480	486	484	21	15	19	38	31	38	35	52	42	6	2	1
White	372	3422	38347	100	0	99	546	539	531	1	3	5	9	13	17	76	71	68	14	12	10
Students with Disabilities	30	498	9353	100	0	100	361	400	429	20	33	40	40	39	38	40	27	22	0	1	1
Students without Disabilities	433	5202	69024	100	0	99	550	535	524	2	5	7	9	17	23	75	68	62	14	10	7
Limited English Proficient Students	15	423	10140	100	0	100	233	405	451	38	33	28	25	42	43	38	24	29	0	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	69	2384	33398	95	0	94	500	507	495	18	13	18	28	30	35	51	54	46	3	4	2
Non-Economically Disadvantaged	394	3316	44979	100	0	100	543	534	525	1	3	6	9	12	18	76	72	66	14	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	461	5652	78094	100	97	99	563	546	545	3	3	3	9	17	18	84	78	77	4	2	2
All Students (Prior Year)	422	5635	74503	100	99	99	514	479	491	11	13	9	26	37	32	47	42	51	15	8	8
Female	229	2739	38025	100	97	99	580	562	558	0	2	2	5	12	13	88	83	82	6	3	2
Male	232	2913	40013	99	97	99	545	531	534	6	5	5	13	21	23	79	72	71	2	1	1
African American	NC	227	4037	NC	96	99	NC	525	532	NC	2	4	NC	23	22	NC	74	73	NC	0	1
Hispanic	41	1662	29068	100	98	99	528	515	523	9	7	5	17	29	27	74	63	67	0	0	1
Asian/Pacific Islander	NC	135	1743	NC	95	100	NC	563	577	NC	4	2	NC	8	9	NC	80	82	NC	8	8
American Indian/Alaskan Native	36	226	4981	100	95	100	487	510	526	12	7	4	32	23	25	56	69	70	0	1	0
White	370	3402	38265	99	97	99	574	564	564	2	1	2	6	11	11	87	85	84	5	3	3
Students with Disabilities	30	484	9275	100	100	100	352	397	444	23	17	14	40	48	46	30	34	39	7	1	1
Students without Disabilities	431	5169	68892	100	97	98	578	560	559	2	2	2	7	14	14	87	82	82	4	2	2
Limited English Proficient Students	15	412	10084	100	100	100	209	405	474	38	19	10	38	47	39	13	33	50	13	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	69	2356	33296	95	92	94	508	529	527	10	6	5	28	26	27	62	67	67	0	1	0
Non-Economically Disadvantaged	392	3297	44871	100	100	100	571	558	559	2	2	2	6	11	12	87	84	84	5	3	3

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

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

8th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	69	59	51	96	65	NA	54	97	68	55	50
	Language	98	74	62	54	97	75	64	58	97	71	58	52
	Mathematics	98	82	74	58	96	82	75	62	97	70	58	50
8	Reading	98	70	58	53	96	66	NA	55	98	69	57	51
	Language	97	73	56	49	97	69	58	52	98	66	55	50
	Mathematics	98	80	69	58	98	79	73	61	98	71	62	53
9	Reading	96	66	50	41	97	61	NA	42	96	69	60	51
	Language	97	71	54	42	96	64	54	42	96	69	59	50
	Mathematics	97	85	74	60	96	82	76	63	95	72	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)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü General ECA Funds
- Ü Student Discipline/Dress Code
- Ü Extracurricular Activities
- Ü North Central Association Accreditation
- Ü 301 Budget Decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	70.00
Other Professional Staff	5.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	5	5	0	0
7 to 9 years	1	8	0	0
10 or more years	9	28	3	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	234
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 4 Computer Labs
- Ü Auditorium
- Ü 2 Wireless computer labs
- Ü Audio Visual media studio

Extracurricular Activities

- Ü National Junior Honor Society
- Ü 9th Grade Interscholastic Sports
- Ü Native American Club
- Ü Yearbook Club
- Ü Computer Club
- Ü National Academic League Team
- Ü Student Government
- Ü Photography Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Recreational Activities
- Ü Job Placement Services
- Ü Career Center

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Stapley Junior High consistently scores above the state and national averages on the Terra Nova in Math, Language and Reading at all grade levels.
- ü Ninety percent of the Stapley Junior High eighth grade students scored meets or exceeds on the 2005 AIMS Writing test.
- ü Stapley Junior High won the City and State Championships in the National Academic League competition. In addition, the team competed in the national competition.
- ü Stapley NJHS and Student Government raised over \$6000.00 to aid in the Tsunami relief efforts this past 2004-05. Stapley Student Government led all clubs on campus to raise over \$19,100.00 to aid Hurricane Katrina victims in the fall of 2005.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	97	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

Stapley is committed to ensuring a safe and secure environment for our students. Clear and concise student behavior rules and expectations are set and aggressively, fairly, and consistently enforced. We also have a School Resource Officer on 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) :

21

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	Ken Erickson	(480) 472-2780
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Diane Furnish	(480) 472-2793
School Nutrition Programs	Jill Benza	(480) 472-0900
Parent Organization	Sabercat Booster Club	(480) 472-2780
Student Health/Nurse	Ronda Doolen	(480) 472-2798

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 1300 Copies = \$496.00

** 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.