

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

777 N. Desert Breeze Blvd. East, Chandler, AZ 85226

Kyrene Elementary 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.

School Overview

Principal/Administrator : Mrs. Gerri Shaw
 Schedule : 08:15 AM to 04:45 PM
 Grades : 6-8
 2005 Enrollment : 1088
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2200
 Fax Number : (480) 940-0657
 E-mail : gshaw@kyrene.org

Mission

Aprende's mission is committed to academic excellence. Recognizing the unique social, emotional, and academic needs of early adolescents, Aprende provides an environment that fosters academic learning, personal growth, and community contributions.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

- ü A primary goal is for students to be proficient in math. All students have 68 minute periods of math. Teachers reinforce learning through a variety of instructional strategies. Tutoring is provided on teams and in the Learning Lab.
- ü Reading proficiency is a goal. Language arts teachers assess students in reading and plan instruction accordingly. To improve skill in functional reading, social studies, science, and math teachers have been trained in utilizing reading strategies.
- ü A third goal is to improve students' writing. All teachers have been trained in the six traits writing rubric. LA teachers teach and monitor improvement in writing. Content area teachers emphasize writing and score it based on specific traits.
- ü A fourth goal is for teachers to utilize assessment for learning. A focus is on formative testing and adjusting curriculum to meet student needs. Training will be provided on appropriate tools for assessment.

Enrollment

October 1, 2004 School Year Student Enrollment : 1130
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 73

Instructional Programs

- Ü Technology Based Learning
- Ü Advanced Classes (Language Arts/Math)
- Ü Theater classes
- Ü Art
- Ü Performing Arts Programs
- Ü Family and Consumer Science
- Ü Multimedia Classes
- Ü Native American Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Aprende invites parents and students to Curriculum Night before school begins. Teachers present an overview of the curriculum, class expectations, and grading policy for each class. Parents are notified of progress through progress reports and quarterly grade reports. Teacher websites, email, and the Jagwire are used for communication. Students receive the school handbook and review academic and behavior expectations during the first week of school.

Parents

Learning is a partnership that involves parents. Parents are encouraged to establish a time and place for homework. Parents are encouraged to communicate with their child's teacher if there is a concern. Parents are asked to review the student handbook and assist the school by encouraging their children to follow the guidelines. Parent volunteers are welcome at school.

Transportation Policy

Kyrene School District provides bus transportation for students who live one and one-half miles or more from the school or who live where there are hazards, such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

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

Award/Honor	Year
Ü Excelling school -Arizona Dept. of Educaton, 2 years	2004
Ü 7 National History Day Finalists- US Nationals	2005
Ü National Geography Bee- state finalist	2005
Ü Math Counts Team-7th in state	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	393	2342	78250	99	100	99	587	582	548	9	9	21	9	10	18	52	56	48	29	25	13
All Students (Prior Year)	378	2334	75001	98	100	99	502	495	468	16	18	37	34	38	36	26	24	16	23	20	10
Female	191	1162	38071	99	100	99	588	579	549	7	8	20	9	10	19	58	59	49	26	22	12
Male	202	1181	40126	100	100	99	586	584	547	11	10	23	10	10	17	47	52	46	33	28	14
African American	19	150	4058	100	100	99	544	534	523	13	29	32	27	20	22	53	42	41	7	8	5
Hispanic	63	303	29129	100	100	99	559	556	527	15	16	32	20	17	23	50	55	40	15	12	6
Asian/Pacific Islander	30	180	1747	100	100	100	640	625	589	0	4	9	4	4	9	29	38	50	68	54	32
American Indian/Alaskan Native	NC	40	4996	NC	93	100	NC	547	518	NC	26	36	NC	16	25	NC	52	36	NC	6	4
White	274	1669	38320	95	99	99	591	586	568	8	6	12	7	9	14	55	59	55	31	26	19
Students with Disabilities	30	199	9329	100	100	100	477	481	454	63	62	64	15	16	18	22	19	16	0	3	2
Students without Disabilities	363	2146	68996	99	100	99	596	590	561	4	4	16	9	9	18	55	59	52	32	27	14
Limited English Proficient Students	10	39	10133	100	100	100	481	453	488	58	44	45	8	16	25	17	34	28	17	6	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	47	277	33388	81	83	94	552	535	530	25	31	32	15	17	22	48	46	40	13	7	5
Non-Economically Disadvantaged	346	2068	44937	100	100	100	591	587	561	7	7	13	9	9	15	53	57	54	32	27	18

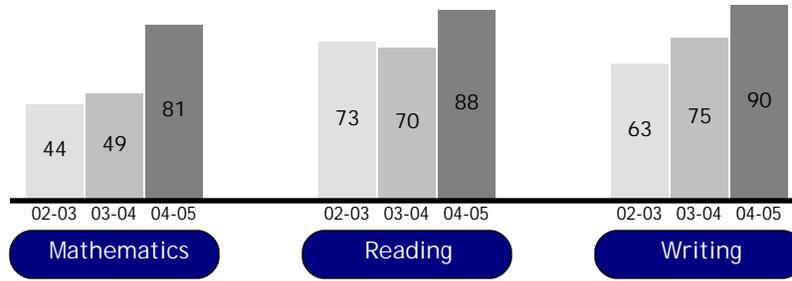
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	393	2346	78302	99	0	99	552	550	512	3	3	11	9	10	25	69	68	57	19	19	7
All Students (Prior Year)	378	2334	74918	98	100	99	522	522	497	16	14	32	14	13	19	41	44	35	29	28	15
Female	191	1164	38082	99	0	99	557	554	518	3	2	8	8	9	24	67	69	61	22	20	7
Male	202	1183	40166	100	0	99	546	546	507	4	4	14	10	11	26	71	67	54	15	17	6
African American	19	150	4064	100	0	100	525	517	498	0	9	14	27	26	29	60	58	54	13	7	3
Hispanic	63	305	29152	100	0	99	533	532	492	5	6	17	22	17	34	57	65	46	17	12	2
Asian/Pacific Islander	30	179	1746	100	0	100	591	573	542	0	1	5	0	6	13	54	58	66	46	34	16
American Indian/Alaskan Native	NC	40	4993	NC	0	100	NC	522	484	NC	6	19	NC	29	38	NC	55	42	NC	10	1
White	274	1672	38347	95	0	99	553	554	531	3	2	5	6	8	17	74	71	68	16	19	10
Students with Disabilities	30	200	9353	100	0	100	463	464	429	26	28	40	37	40	38	37	29	22	0	3	1
Students without Disabilities	363	2149	69024	99	0	99	558	558	524	1	1	7	7	7	23	71	72	62	20	20	7
Limited English Proficient Students	10	39	10140	100	0	100	443	426	451	17	18	28	50	40	43	33	40	29	0	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	47	275	33398	81	0	94	523	514	495	5	10	18	25	24	35	65	63	46	5	3	2
Non-Economically Disadvantaged	346	2074	44979	100	0	100	555	555	525	3	2	6	7	8	18	69	69	66	20	20	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	393	2345	78094	99	100	99	574	580	545	1	1	3	8	7	18	86	87	77	4	5	2
All Students (Prior Year)	376	2330	74503	98	100	99	518	517	491	6	4	9	19	23	32	66	62	51	9	10	8
Female	191	1166	38025	99	100	99	585	590	558	1	1	2	6	4	13	86	89	82	7	7	2
Male	202	1180	40013	100	100	99	563	571	534	2	1	5	11	10	23	86	85	71	2	3	1
African American	19	149	4037	100	100	99	543	552	532	7	5	4	7	15	22	87	78	73	0	2	1
Hispanic	63	306	29068	100	100	99	560	562	523	0	1	5	13	12	27	83	84	67	3	3	1
Asian/Pacific Islander	30	180	1743	100	100	100	618	605	577	0	0	2	0	4	9	75	80	82	25	15	8
American Indian/Alaskan Native	NC	39	4981	NC	91	100	NC	562	526	NC	0	4	NC	13	25	NC	87	70	NC	0	0
White	274	1671	38265	95	100	99	574	584	564	2	1	2	8	6	11	87	88	84	3	5	3
Students with Disabilities	30	199	9275	100	100	100	470	489	444	11	10	14	52	35	46	33	54	39	4	1	1
Students without Disabilities	363	2149	68892	99	100	98	582	588	559	1	0	2	5	5	14	90	90	82	4	5	2
Limited English Proficient Students	10	39	10084	100	100	100	426	433	474	25	18	10	42	34	39	33	48	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	47	276	33296	81	82	94	545	545	527	5	4	5	15	17	27	78	79	67	3	1	0
Non-Economically Disadvantaged	346	2072	44871	100	100	100	577	584	559	1	1	2	8	6	12	87	88	84	5	5	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
6	Reading	96	71	74	53	99	71	NA	56	99	65	66	51
	Language	99	62	65	45	99	59	65	48	99	62	63	47
	Mathematics	98	84	84	62	99	85	84	66	99	70	70	52
7	Reading	94	72	73	51	98	73	NA	54	100	64	66	50
	Language	98	75	76	54	98	74	77	58	100	65	68	52
	Mathematics	95	83	78	58	98	81	80	62	100	68	66	50
8	Reading	93	71	71	53	95	71	NA	55	99	68	68	51
	Language	97	70	69	49	96	66	70	52	99	64	66	50
	Mathematics	95	81	75	58	95	80	75	61	99	69	69	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

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

Council Duties

- Ü School Improvement Plan
- Ü Centerpoint for Communication
- Ü Evaluate parent feedback from survey
- Ü Safety and Respect Focus
- Ü Student Achievement Focus
- Ü Assistance with school initiatives

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	60.05
Other Professional Staff	2.60	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	7	9	0	0
7 to 9 years	5	9	0	0
10 or more years	1	23	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	210
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Hightly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü State of the art technology labs
- Ü Gym/Multipurpose Facility
- Ü Media Center/Library
- Ü Well maintained athletic fields

Extracurricular Activities

- Ü Learning Lab for Academic Assistance
- Ü Middle School Athletics
- Ü Student Council
- Ü National Junior Honor Society
- Ü Math Counts Team
- Ü Peer Mediation
- Ü Volleyball club
- Ü J*TV

Social Services

- Ü Afterschool Program
- Ü National Free/Reduced Lunch Program
- Ü Counseling Services
- Ü Community Classes
- Ü Access- District Family Resource Center
- Ü Health Services
- Ü Prevention Specialist
- Ü Character education programs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The goal for increasing the percentage of proficient math students exceeded expectations at seventh and eighth grades. A math warm-up program, that provided review of math objectives, was used by math teachers. Math tutoring was also provided.
- ü All staff participated in integrating writing goals into their curriculum. Students were assessed throughout the year on writing. The data gathered indicated significant improvement in the area of writing.
- ü In reading, the percentage of proficient students increased in sixth and seventh grades. Math, social studies, and science teachers were trained in using reading strategies in their content areas. Emphasis was placed on functional reading.
- ü Teachers increased their use of technology in teaching. Students had multiple opportunities to use media labs for research, and to create products. Math teachers piloted a technology project and successfully integrated technology into instruction.

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	4	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	95	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

Of the 31 incidents, 15 resulted in a police report. The Aprende school resource officer was part of the intervention with the other incidents. Aprende's school resource officer is on campus daily, talking with students about making good choices. Potential problems are immediately reported to the officer. Additionally, there are a number of programs designed to create a safe and positive environment including Character Counts, Second Step, Peer Mediation, and Mini Town.

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) :

31

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	Gerri Shaw	(480) 783-2200
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Lori Turner	(480) 783-2200
Parent Organization	Lee Campbell	(480) 783-2200
Student Health/Nurse	Judy Petroff	(480) 783-2200

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 1088 Copies = \$415.00

** 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.