

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

14620 S. Desert Foothills Blvd., Phoenix, AZ 85048

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.

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 : Ms. Nancy Corner
 Schedule : 07:30 AM to 04:00 PM
 Grades : 6-8
 2005 Enrollment : 1160
 Web Address : www.kyrene.org
 Phone Number : (480) 783-1300
 Fax Number : (480) 460-2094
 E-mail : ncorne@kyrene.org

Mission

We are committed to excellence through high quality teaching, learning and community involvement. Altadena Middle School strives to provide learning experiences that challenge students to achieve their highest potential academically, physically, personally and interpersonally.

School / Academic Goals

- ü Demonstrate continuous improvement in student achievement in math.
- ü Demonstrate continuous improvement in student achievement in reading.
- ü Demonstrate continuous improvement in student achievement in writing.
- ü Demonstrate continuous improvement in student achievement by integrating technology into the daily lives of students and staff.

Enrollment

October 1, 2004 School Year Student Enrollment : 1195
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- ü Advanced Placement Education
- ü Rigorous Core Curriculum
- ü Special Education/SEI
- ü Academic Intervention Programs
- ü Band, Chorus and Orchestra - all grades
- ü Exploratory Offerings
- ü Spanish Offered at all grade levels

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

The staff members at Kyrene Altadena Middle School are committed to providing an excellent education in a safe and supportive environment. Teachers will practice quality instruction and timely communication regarding student progress.

Parents

Learning is a partnership for parents, students and staff. Parents are encouraged to attend school functions, celebrate their child's learning by attending parent/teacher conferences, communicate with teachers, and help with homework and projects.

Transportation Policy

The Kyrene School District provides bus transportation for K-5 students who live 1.0 miles or more from school and for 6th-8th grade students who live more than 1.5 miles from school, along with those 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. Parents are not permitted to drop students at any stop other than the assigned stop without school administrator approval.

School Honors

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

Award/Honor	Year
ü National Geography Bee Finalist--State	2003
ü Nat'l Council for Geography - Distinguished Teacher	2005
ü Band/Strings/Chorus Awards, In-State/Out-of-State	2005
ü Student Scholastic National Writing Award	2004

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	423	2342	78250	98	100	99	593	582	548	5	9	21	7	10	18	62	56	48	25	25	13
All Students (Prior Year)	430	2334	75001	100	100	99	504	495	468	12	18	37	39	38	36	24	24	16	25	20	10
Female	216	1162	38071	98	100	99	588	579	549	4	8	20	9	10	19	67	59	49	21	22	12
Male	207	1181	40126	99	100	99	598	584	547	5	10	23	6	10	17	58	52	46	30	28	14
African American	14	150	4058	82	100	99	574	534	523	8	29	32	0	20	22	69	42	41	23	8	5
Hispanic	27	303	29129	96	100	99	577	556	527	4	16	32	15	17	23	70	55	40	11	12	6
Asian/Pacific Islander	32	180	1747	100	100	100	624	625	589	4	4	9	4	4	9	43	38	50	50	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	349	1669	38320	99	99	99	592	586	568	5	6	12	7	9	14	63	59	55	25	26	19
Students with Disabilities	28	199	9329	93	100	100	508	481	454	58	62	64	15	16	18	23	19	16	4	3	2
Students without Disabilities	396	2146	68996	99	100	99	598	590	561	2	4	16	7	9	18	65	59	52	27	27	14
Limited English Proficient Students	NC	39	10133	NC	100	100	NC	453	488	NC	44	45	NC	16	25	NC	34	28	NC	6	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	277	33388	NC	83	94	NC	535	530	NC	31	32	NC	17	22	NC	46	40	NC	7	5
Non-Economically Disadvantaged	416	2068	44937	99	100	100	593	587	561	5	7	13	7	9	15	62	57	54	26	27	18

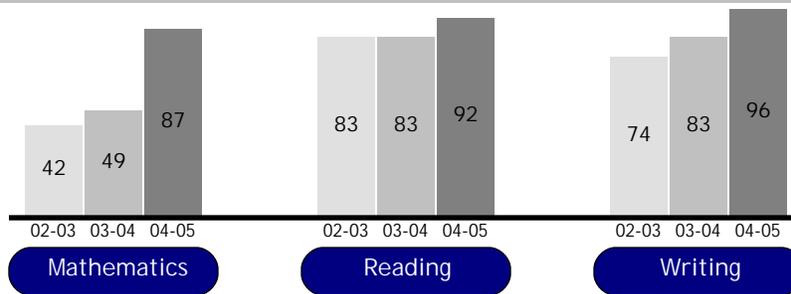
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	427	2346	78302	99	0	99	561	550	512	1	3	11	7	10	25	72	68	57	20	19	7
All Students (Prior Year)	429	2334	74918	100	100	99	534	522	497	8	14	32	10	13	19	47	44	35	36	28	15
Female	219	1164	38082	99	0	99	562	554	518	0	2	8	6	9	24	76	69	61	17	20	7
Male	208	1183	40166	99	0	99	560	546	507	2	4	14	7	11	26	68	67	54	22	17	6
African American	14	150	4064	82	0	100	533	517	498	8	9	14	23	26	29	54	58	54	15	7	3
Hispanic	28	305	29152	100	0	99	541	532	492	0	6	17	14	17	34	75	65	46	11	12	2
Asian/Pacific Islander	32	179	1746	100	0	100	573	573	542	0	1	5	11	6	13	57	58	66	32	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	352	1672	38347	100	0	99	563	554	531	1	2	5	5	8	17	74	71	68	20	19	10
Students with Disabilities	30	200	9353	100	0	100	486	464	429	25	28	40	39	40	38	32	29	22	4	3	1
Students without Disabilities	398	2149	69024	99	0	99	566	558	524	0	1	7	4	7	23	75	72	62	21	20	7
Limited English Proficient Students	NC	39	10140	NC	0	100	NC	426	451	NC	18	28	NC	40	43	NC	40	29	NC	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	275	33398	NC	0	94	NC	514	495	NC	10	18	NC	24	35	NC	63	46	NC	3	2
Non-Economically Disadvantaged	420	2074	44979	100	0	100	562	555	525	1	2	6	6	8	18	73	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	425	2345	78094	99	100	99	602	580	545	1	1	3	3	7	18	84	87	77	12	5	2
All Students (Prior Year)	430	2330	74503	100	100	99	546	517	491	2	4	9	14	23	32	66	62	51	17	10	8
Female	218	1166	38025	99	100	99	610	590	558	0	1	2	2	4	13	83	89	82	15	7	2
Male	207	1180	40013	99	100	99	593	571	534	1	1	5	5	10	23	85	85	71	8	3	1
African American	14	149	4037	82	100	99	587	552	532	0	5	4	8	15	22	77	78	73	15	2	1
Hispanic	28	306	29068	100	100	99	581	562	523	0	1	5	4	12	27	96	84	67	0	3	1
Asian/Pacific Islander	32	180	1743	100	100	100	612	605	577	0	0	2	0	4	9	82	80	82	18	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	350	1671	38265	99	100	99	603	584	564	1	1	2	4	6	11	83	88	84	12	5	3
Students with Disabilities	29	199	9275	97	100	100	535	489	444	11	10	14	15	35	46	70	54	39	4	1	1
Students without Disabilities	397	2149	68892	99	100	98	606	588	559	0	0	2	3	5	14	85	90	82	12	5	2
Limited English Proficient Students	NC	39	10084	NC	100	100	NC	433	474	NC	18	10	NC	34	39	NC	48	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	276	33296	NC	82	94	NC	545	527	NC	4	5	NC	17	27	NC	79	67	NC	1	0
Non-Economically Disadvantaged	418	2072	44871	100	100	100	603	584	559	1	1	2	3	6	12	84	88	84	12	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	98	80	74	53	99	80	NA	56	99	73	66	51
	Language	98	71	65	45	98	70	65	48	99	71	63	47
	Mathematics	97	88	84	62	98	89	84	66	99	78	70	52
7	Reading	97	79	73	51	100	78	NA	54	100	69	66	50
	Language	98	81	76	54	100	80	77	58	100	74	68	52
	Mathematics	97	80	78	58	99	83	80	62	99	69	66	50
8	Reading	96	75	71	53	100	78	NA	55	99	74	68	51
	Language	95	72	69	49	100	75	70	52	99	72	66	50
	Mathematics	95	78	75	58	100	80	75	61	98	74	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)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Focus on Mission, Beliefs, Vision
- Ü Analyze Current Situation
- Ü Focus on School Improvement Plan
- Ü Implement Goals
- Ü Assess Progress
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	61.00
Other Professional Staff	2.60	Teacher Aide	4.50

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	13	4	0	0
7 to 9 years	5	5	0	0
10 or more years	7	21	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	240
Teachers with Emergency Certificaton.	8
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Multimedia Center/Library
- Ü 5 State of the Art Computer Labs
- Ü Band Room/Gymnasium/Multipurpose Room
- Ü Outdoor Athletic Fields

Extracurricular Activities

- Ü Yearbook
- Ü Dance Club/Step Club
- Ü Athletics
- Ü Technology Club
- Ü Student Council
- Ü School Newspaper
- Ü National Junior Honor Society
- Ü Black Student Union

Social Services

- Ü Prevention Services
- Ü National Free/Reduced Lunch Program
- Ü MiniTown Program
- Ü Health Services
- Ü Summer Enrichment Programs
- Ü Summer Intervention Programs
- Ü Regional Counselor
- Ü District Family Resource Center

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Math, Language and Reading achievement on the Terra Nova portion of AIMS state and national averages.

- ü Integration of technology curriculum with content area targets. Internet access is available from every classroom work station and from five 32-station labs.

- ü Number of students meeting or exceeding the standards on AIMS in math, reading and writing significantly above state averages.

- ü Second year in a row that Altadena served as host for the state Readers Digest Word Challenge.

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	3	12	12	17
Transfers In Rate ⁶	5	28	28	37
Stability Rate ⁷	96	87	87	82
Promotion Rate ⁸	100	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 16 incidents reported, four situations resulted in a police report and six resulted in a short term alternative placement. AMS recognizes the importance of teaching young adolescents personal responsibility. The Second Step Program was implemented at AMS in the fall of 2004 and all students and staff participated as a part of a safe and healthy learning environment. AMS uses school district handbook, the support of a Safe Schools Prevention Specialist and a School Resource Officer.

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) :

16

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	Nancy Corner	(480) 783-1300
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	Janet Blau	(480) 783-1300
Student Health/Nurse	Tami Garrison	(480) 783-1384

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."

ACHIEVEMENT PROFILES

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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** 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.