

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

13808 S. 36th Street, Phoenix, AZ 85044

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. Katherine J. Cranson
 Schedule : 07:45 AM to 04:15 PM
 Grades : 6-8
 2005 Enrollment : 1177
 Web Address : www.kyrene.org
 Phone Number : (480) 783-2500
 Fax Number : (480) 496-6110
 E-mail : kcrans@kyrene.org

Mission

Centennial Middle School is a community partnership dedicated to achieving the educational goals of our students, while addressing their emotional and social needs, in a mutually respectful and safe environment that promotes lifelong learning.

Kyrene is committed to the achievement of individual academic excellence through high quality teaching, learning, and community involvement which results in students being well prepared to meet future educational challenges and to contribute to society.

School / Academic Goals

- ü Student Achievement--As Centennial Middle School students are promoted to high school they will have acquired a high level of academic preparedness.
- ü Safe Schools--Centennial Middle School students will demonstrate a high level of appropriate individual student conduct.
- ü CMS students will demonstrate increased proficiency in the areas of math, reading and writing.

Enrollment

October 1, 2004 School Year Student Enrollment : 1173
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 65

Instructional Programs

- ü Middle School Model/Teaming
- ü Lang. Arts/Rdg/Math Reg. and Adv.
- ü Social Studies and Science
- ü On Site Special Education Program
- ü Academic Lab Time
- ü Exploratory/ Physical Education Courses
- ü Band, Chorus, Orchestra
- ü Native American Support

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 at CMS is committed to meeting the individual needs of each child and recognizes parents as key to this endeavor. Staff are committed to creating a supportive and challenging learning environment in which academic excellence is achieved.

Parents

Learning requires a partnership of parents, students and staff. Parents are encouraged to attend school functions; communicate frequently with their child's teachers; monitor their child's progress; and volunteer time to help improve their school.

Transportation Policy

KSD provides bus transportation for students who live one and a half miles or more from school and 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 AZ Dept. of Ed. Excelling School Label	2005
ü Teacher Recipients of Excellence	2005
ü Band, Chorus, Orchestra, Athletics Awards	2005
ü State Knowledge Masters Rating	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	414	2342	78250	99	100	99	574	582	548	12	9	21	11	10	18	55	56	48	22	25	13
All Students (Prior Year)	408	2334	75001	100	100	99	491	495	468	22	18	37	36	38	36	23	24	16	18	20	10
Female	204	1162	38071	100	100	99	569	579	549	14	8	20	9	10	19	58	59	49	18	22	12
Male	210	1181	40126	99	100	99	578	584	547	9	10	23	13	10	17	53	52	46	25	28	14
African American	37	150	4058	100	100	99	520	534	523	38	29	32	19	20	22	41	42	41	3	8	5
Hispanic	52	303	29129	93	100	99	561	556	527	18	16	32	11	17	23	59	55	40	11	12	6
Asian/Pacific Islander	28	180	1747	100	100	100	621	625	589	4	4	9	8	4	9	48	38	50	40	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	294	1669	38320	100	99	99	577	586	568	8	6	12	11	9	14	57	59	55	24	26	19
Students with Disabilities	42	199	9329	100	100	100	476	481	454	59	62	64	16	16	18	22	19	16	3	3	2
Students without Disabilities	372	2146	68996	99	100	99	584	590	561	6	4	16	11	9	18	59	59	52	24	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	56	277	33388	82	83	94	536	535	530	28	31	32	17	17	22	48	46	40	7	7	5
Non-Economically Disadvantaged	358	2068	44937	100	100	100	579	587	561	9	7	13	10	9	15	56	57	54	24	27	18

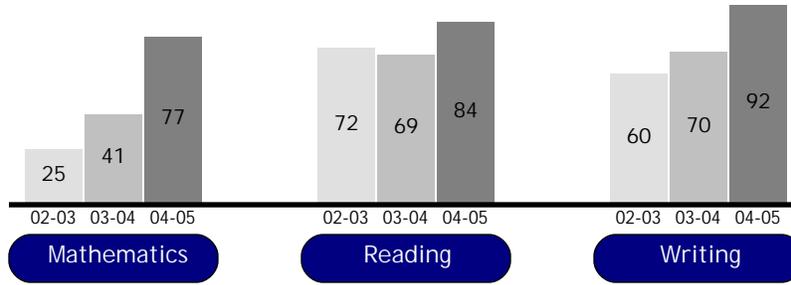
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	415	2346	78302	100	0	99	546	550	512	5	3	11	10	10	25	65	68	57	19	19	7
All Students (Prior Year)	408	2334	74918	100	100	99	520	522	497	17	14	32	15	13	19	42	44	35	27	28	15
Female	204	1164	38082	100	0	99	551	554	518	3	2	8	9	9	24	67	69	61	21	20	7
Male	211	1183	40166	99	0	99	542	546	507	7	4	14	12	11	26	63	67	54	18	17	6
African American	37	150	4064	100	0	100	509	517	498	13	9	14	22	26	29	63	58	54	3	7	3
Hispanic	53	305	29152	95	0	99	537	532	492	5	6	17	16	17	34	70	65	46	9	12	2
Asian/Pacific Islander	28	179	1746	100	0	100	559	573	542	4	1	5	8	6	13	64	58	66	24	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	294	1672	38347	100	0	99	551	554	531	5	2	5	8	8	17	65	71	68	22	19	10
Students with Disabilities	42	200	9353	100	0	100	456	464	429	27	28	40	43	40	38	24	29	22	5	3	1
Students without Disabilities	373	2149	69024	99	0	99	556	558	524	3	1	7	7	7	23	70	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	56	275	33398	82	0	94	517	514	495	9	10	18	17	24	35	74	63	46	0	3	2
Non-Economically Disadvantaged	359	2074	44979	100	0	100	551	555	525	5	2	6	9	8	18	64	69	66	22	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	418	2345	78094	100	100	99	574	580	545	2	1	3	6	7	18	87	87	77	5	5	2
All Students (Prior Year)	406	2330	74503	100	100	99	506	517	491	4	4	9	27	23	32	63	62	51	7	10	8
Female	206	1166	38025	100	100	99	585	590	558	1	1	2	3	4	13	91	89	82	5	7	2
Male	212	1180	40013	100	100	99	563	571	534	3	1	5	10	10	23	83	85	71	5	3	1
African American	38	149	4037	100	100	99	541	552	532	6	5	4	21	15	22	73	78	73	0	2	1
Hispanic	54	306	29068	96	100	99	564	562	523	4	1	5	4	12	27	84	84	67	7	3	1
Asian/Pacific Islander	28	180	1743	100	100	100	592	605	577	0	0	2	8	4	9	80	80	82	12	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	295	1671	38265	100	100	99	578	584	564	1	1	2	5	6	11	90	88	84	4	5	3
Students with Disabilities	42	199	9275	100	100	100	482	489	444	11	10	14	27	35	46	62	54	39	0	1	1
Students without Disabilities	376	2149	68892	100	100	98	584	588	559	1	0	2	4	5	14	90	90	82	5	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	57	276	33296	84	82	94	542	545	527	6	4	5	15	17	27	79	79	67	0	1	0
Non-Economically Disadvantaged	361	2072	44871	100	100	100	578	584	559	1	1	2	5	6	12	88	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.

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	94	71	74	53	99	74	NA	56	100	63	66	51
	Language	98	63	65	45	99	64	65	48	100	58	63	47
	Mathematics	94	82	84	62	99	81	84	66	99	63	70	52
7	Reading	93	71	73	51	100	72	NA	54	99	65	66	50
	Language	97	75	76	54	100	77	77	58	99	67	68	52
	Mathematics	94	73	78	58	100	76	80	62	98	63	66	50
8	Reading	91	66	71	53	99	70	NA	55	99	66	68	51
	Language	96	65	69	49	99	70	70	52	99	62	66	50
	Mathematics	92	71	75	58	99	73	75	61	99	65	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

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

Council Duties

- Ü Academic Preparedness of Students
- Ü Communication Strategies
- Ü Student Conduct Issues and Strategies
- Ü Parent/Community/Student/Staff Surveys
- Ü Oversees General Tax Credit \$
- Ü School Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	66.00
Other Professional Staff	2.60	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	7	8	0	0
7 to 9 years	5	4	0	0
10 or more years	3	28	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	294
Teachers with Emergency Certificaton.	14
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü State-of-the-Art Library/Media Center
- Ü Gymnasium/Multipurpose Room
- Ü Windows Platform Computer Tech Labs (4)
- Ü Athletic Fields

Extracurricular Activities

- Ü Student Council
- Ü Learning Lab
- Ü Middle School Athletics
- Ü Achievement and Character for Excellence
- Ü Knowledge Masters
- Ü Family and Consumer Science Club
- Ü Yearbook/Newspaper
- Ü Centennial News Show

Social Services

- Ü Parenting Workshops
- Ü District Family Resource Center
- Ü Preventiom Services
- Ü Health Services
- Ü National Free/Reduced Lunch/Breakfast
- Ü City of Phoenix/YMCA Programs
- Ü Character Education
- Ü School Resource Officer

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Students were taught the six pillars of characters through Character Counts. Many students were awarded with 'Caught in the Act' coupons and buttons. Some students were awarded the Character Counts Students of the Week recognition.
- ü Student use of a daily agenda planner was continued to assist students with organization and academic preparedness.
- ü Students attended Minitown Camp learning about acceptance of others, diversity and self esteem.
- ü 'Character Counts' program was introduced to staff through staff development efforts. School wide implementation took place 2004-2005.

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	7	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	93	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

Five of the thirty one serious situations resulted in a police report and all resulted in a short term suspension or alternative placement. CMS recognizes the importance of teaching young adolescents personal responsibility. Character Education was implemented at CMS in the fall of 2004. All students and staff participated as a part of ensuring a safe and healthy learning environment. CMS has a school handbook and the support of a Safe Schools Prevention Specialist and 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) :

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	Katherine J. Cranson	(480) 783-2500
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Susan Clark	(480) 783-2596
Parent Organization	Tessa Richards	(480) 785-2098
Student Health/Nurse	Michelle Cartledge	(480) 783-2584

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 1177 Copies = \$449.00

** 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.