



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1050 East Carver Road, Tempe, AZ 85284

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. Susan Poole
Schedule : 07:30 AM to 04:00 PM
Grades : 6-8
2005 Enrollment : 1256
Web Address : www.kyrene.org
Phone Number : (480) 783-1000
Fax Number : (480) 831-0169
E-mail : spoole@kyrene.org

Mission

Kyrene School District
We are committed to the achievement of individual 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.

Kyrene Middle School
We at Kyrene Middle School are dedicated to a community of individual and collective excellence that promotes safety, diversity, respect, and independent, self-motivated learning.

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 / Academic Goals

- State and district assessment results in math, reading and writing will reflect improved student achievement.
We will provide comprehensive prevention and intervention systems that will ensure a positive and safe learning environment.
The goal of the KMS Site Based Council is to make decisions that directly impact our school's learning environment and academic success to maximize each students' potential.

Enrollment

October 1, 2004 School Year Student Enrollment : 1117
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 153

Instructional Programs

- ü Exploratory Offerings
- ü Band, Chorus, Orchestra
- ü Advanced Placement Education
- ü Academic Intervention Programs
- ü Technology Based Learning
- ü Title I Academic Intervention
- ü Literacy Specialist
- 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

Kyrene Middle School is committed to meeting the individual needs of each child and recognizes parents as key to this endeavor. The KMS staff works to create a supportive and challenging learning environment in which academic excellence is achieved.

Parents

Parents are encouraged to attend school functions, to celebrate their child's learning; communicate frequently with their child's teacher, support their child's learning by helping with homework; and monitor their child's progress.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from 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 their 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 NCTE Promising Youth Writer's Program	2005
ü National Geographic Society Geography Bee - State Final	2005
ü March of Dimes #1 AZ Middle School - Dollars Raised	2005
ü Band/Chorus/Orchestra Excelling rating in Festivals	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	374	2342	78250	100	100	99	572	582	548	13	9	21	14	10	18	51	56	48	22	25	13
All Students (Prior Year)	380	2334	75001	100	100	99	481	495	468	25	18	37	41	38	36	20	24	16	15	20	10
Female	190	1162	38071	100	100	99	573	579	549	13	8	20	12	10	19	52	59	49	23	22	12
Male	184	1181	40126	100	100	99	572	584	547	13	10	23	15	10	17	51	52	46	22	28	14
African American	37	150	4058	100	100	99	514	534	523	52	29	32	13	20	22	29	42	41	6	8	5
Hispanic	70	303	29129	100	100	99	543	556	527	20	16	32	20	17	23	52	55	40	8	12	6
Asian/Pacific Islander	23	180	1747	92	100	100	597	625	589	14	4	9	5	4	9	36	38	50	45	54	32
American Indian/Alaskan Native	15	40	4996	94	93	100	541	547	518	17	26	36	42	16	25	42	52	36	0	6	4
White	229	1669	38320	97	99	99	588	586	568	5	6	12	11	9	14	56	59	55	27	26	19
Students with Disabilities	43	199	9329	100	100	100	492	481	454	65	62	64	19	16	18	14	19	16	3	3	2
Students without Disabilities	331	2146	68996	100	100	99	582	590	561	7	4	16	13	9	18	56	59	52	25	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	100	277	33388	89	83	94	524	535	530	34	31	32	22	17	22	41	46	40	4	7	5
Non-Economically Disadvantaged	274	2068	44937	100	100	100	587	587	561	6	7	13	11	9	15	54	57	54	28	27	18

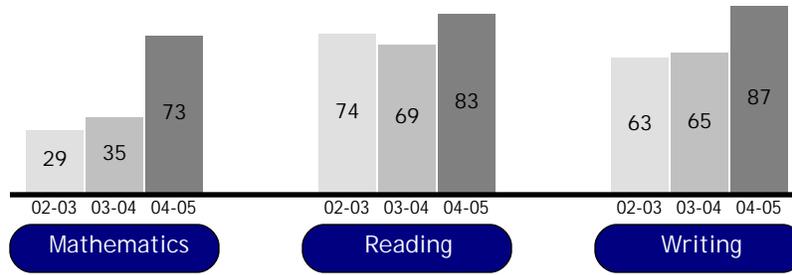
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	372	2346	78302	99	0	99	545	550	512	3	3	11	14	10	25	67	68	57	16	19	7
All Students (Prior Year)	381	2334	74918	100	100	99	519	522	497	16	14	32	15	13	19	42	44	35	27	28	15
Female	188	1164	38082	99	0	99	549	554	518	3	2	8	12	9	24	64	69	61	20	20	7
Male	184	1183	40166	100	0	99	540	546	507	4	4	14	15	11	26	69	67	54	11	17	6
African American	37	150	4064	100	0	100	511	517	498	13	9	14	29	26	29	52	58	54	6	7	3
Hispanic	70	305	29152	100	0	99	527	532	492	5	6	17	18	17	34	69	65	46	8	12	2
Asian/Pacific Islander	22	179	1746	88	0	100	552	573	542	5	1	5	10	6	13	62	58	66	24	34	16
American Indian/Alaskan Native	15	40	4993	94	0	100	509	522	484	8	6	19	42	29	38	50	55	42	0	10	1
White	228	1672	38347	97	0	99	556	554	531	1	2	5	10	8	17	70	71	68	19	19	10
Students with Disabilities	42	200	9353	100	0	100	475	464	429	27	28	40	46	40	38	27	29	22	0	3	1
Students without Disabilities	330	2149	69024	99	0	99	553	558	524	1	1	7	10	7	23	72	72	62	18	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	98	275	33398	88	0	94	507	514	495	11	10	18	27	24	35	62	63	46	0	3	2
Non-Economically Disadvantaged	274	2074	44979	100	0	100	556	555	525	1	2	6	10	8	18	68	69	66	21	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	373	2345	78094	100	100	99	573	580	545	1	1	3	12	7	18	83	87	77	4	5	2
All Students (Prior Year)	383	2330	74503	100	100	99	499	517	491	7	4	9	28	23	32	57	62	51	8	10	8
Female	189	1166	38025	99	100	99	584	590	558	1	1	2	8	4	13	85	89	82	6	7	2
Male	184	1180	40013	100	100	99	562	571	534	2	1	5	16	10	23	80	85	71	2	3	1
African American	36	149	4037	100	100	99	544	552	532	6	5	4	19	15	22	74	78	73	0	2	1
Hispanic	70	306	29068	100	100	99	557	562	523	2	1	5	20	12	27	75	84	67	3	3	1
Asian/Pacific Islander	23	180	1743	92	100	100	582	605	577	0	0	2	18	4	9	64	80	82	18	15	8
American Indian/Alaskan Native	15	39	4981	94	91	100	543	562	526	0	0	4	33	13	25	67	87	70	0	0	0
White	229	1671	38265	97	100	99	582	584	564	1	1	2	7	6	11	89	88	84	3	5	3
Students with Disabilities	43	199	9275	100	100	100	483	489	444	11	10	14	49	35	46	41	54	39	0	1	1
Students without Disabilities	330	2149	68892	99	100	98	583	588	559	0	0	2	8	5	14	88	90	82	4	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	100	276	33296	89	82	94	542	545	527	2	4	5	22	17	27	75	79	67	1	1	0
Non-Economically Disadvantaged	273	2072	44871	100	100	100	583	584	559	1	1	2	9	6	12	85	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	93	69	74	53	97	65	NA	56	96	63	66	51
	Language	97	56	65	45	98	58	65	48	96	58	63	47
	Mathematics	96	79	84	62	98	76	84	66	96	68	70	52
7	Reading	97	68	73	51	99	67	NA	54	98	62	66	50
	Language	97	73	76	54	99	71	77	58	98	61	68	52
	Mathematics	94	75	78	58	100	76	80	62	98	60	66	50
8	Reading	94	70	71	53	100	66	NA	55	99	64	68	51
	Language	95	70	69	49	100	67	70	52	99	63	66	50
	Mathematics	94	69	75	58	100	67	75	61	100	64	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

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

Council Duties

- Ü School Improvement Plan
- Ü Community Surveys
- Ü Safe Schools
- Ü Community & School Relations
- Ü Oversee General Tax Credit Funds
- Ü Character Education

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	55.70
Other Professional Staff	3.00	Teacher Aide	7.43

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	12	6	0	0
7 to 9 years	3	2	0	0
10 or more years	2	26	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	244
Teachers with Emergency Certificaton.	24
Percent of teachers in the school with Emergency/Provisional Certification	36%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü State of the art Technology Labs
- Ü TV Broadcasting Studio
- Ü Multimedia Center/Library
- Ü Well maintained athletic fields

Extracurricular Activities

- Ü Hands Across the Border
- Ü After School Enrichment Clubs
- Ü National Junior Honor Society
- Ü Summer Enrichment Programs
- Ü Caring Majority (Anti Bullying Program)
- Ü Student Council
- Ü Middle School Athletics
- Ü Students Against Destructive Decisions

Social Services

- Ü Prevention Serives
- Ü National Free Reduced Lunch Program
- Ü Health Services
- Ü National Free Breakfast Program
- Ü Character Education Programs
- Ü After School Learning Lab
- Ü Social Worker
- Ü Access to District Family Resource Ctr

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The Kyrene Middle School Site Based Council was selected as a 2004 Diversity Award Winner by the City of Tempe Human Relations Commission. The award was given to KMS in recognition of the KMS Caring Majority program.

- ü For the past two years, Kyrene Middle School earned the Excelling school label from the Arizona Department of Education. An Excelling label is the highest distinction given and is defined as a school that demonstrates optimal student performance.

- ü The 2005 eighth grade class at Kyrene Middle School had 142 students receive the Presidential Achievement Award.

- ü For the 11th consecutive year, Kyrene Middle School has played an active role in supporting the March of Dimes WalkAmerica event. This past school year, 2004-2005, KMS students raised over \$10,000 at various events for the March of Dimes.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	14	28	28	37
Stability Rate ⁷	94	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

KMS recognizes the importance of teaching young adolescents personal responsibility. Caring Majority is a character education program that was implemented at KMS in 2000. KMS also participates in the Character Counts program, a national character education program. At KMS our character education programs help us to ensure a safe and healthy learning environment. KMS has a Safe Schools Prevention Specialist, a Social Worker 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) :

44

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	Susan Poole	(480) 783-1000
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Tammy Rowles	(480) 783-1096
Parent Organization	Marcy Cavaretta	(480) 783-1000
Student Health/Nurse	Sylvia Warren	(480) 783-1084

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 1256 Copies = \$479.00

** 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.