



**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06**

5455 S. Cardinal, Tucson, AZ 85746

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

**AZ LEARNS<sup>1</sup>**

**Elementary Achievement Profile (a)**

2004-05	Performing
2003-04	Highly Performing
2002-03	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

**School Overview**

Principal/Administrator : Ms. Kathryn M. Crockett  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : 6-8  
 2005 Enrollment : 1121  
 Web Address : edweb.tusd.k12.az.us/Pistor  
 Phone Number : (520) 908-5400  
 Fax Number : (520) 908-5411  
 E-mail : Kathryn.ManleyCrockett@tusd.k12.az.us

**Mission**

Pistor Middle School's Mission is:

Every student exceeds all expected performance standards; every student earns grade level promotion and is able to compete and succeed in a global society; no student is left behind. Respect is demonstrated for self, others and property. The diversity of our school culture is appreciated and celebrated.

**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 Improve student mastery of content knowledge and skills with an emphasis on reading, writing and math. Growth and achievement will be measured through authentic classroom assessments, school-wide assessments and standardized tests.
- ü Instruction is appropriate and engaging to middle level learners and is based on the TUSD CORE curriculum and Arizona Academic Standards. Lesson and unit plans reflect a variety of teaching strategies to accommodate different learning styles.

**Enrollment**

October 1, 2004 School Year Student Enrollment : 1150  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Self-contained GATE/Bilingual GATE
- ü Self-cont./Cross Categorical Except. Ed.
- ü Creative/Performing Arts Classes
- ü Second Language Acquisition Programs
- ü Literacy Program
- ü Enrichment Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 48 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Pistor Middle School is responsible for providing a safe, respectful and focused learning environment; for providing a variety of diverse educational opportunities for all students to maximize their academic potential; and for cultivating and maintaining strong home/community communication and partnerships.

Parents

Parents are active participants in their children's education. Their support includes, but is not limited to, ensuring that their children attend school regularly, fostering an attitude of respect for self/others/property/school expectations and rules, assisting their children with their homework, participating in parent/teacher conferences, and getting involved in school activities.

Transportation Policy

District policy is to provide transportation to every student who lives beyond two miles from the school--except for students who are attending on special permission. (Then transportation is arranged on a case-by-case basis.)

School Honors

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

Award/Honor	Year
ü Girls Track, Second Place in Division III	2004
ü Boys Track, Fourth Place in Division III	2004
ü Boys and Girls Volleyball, Second Place in Division III	2003
ü Girls Soccer, Second Place in Division III	2003

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	362	4765	78250	98	99	99	535	536	548	31	26	21	20	21	18	42	45	48	7	8	13
All Students (Prior Year)	345	4553	75001	99	98	99	449	455	468	51	46	37	34	35	36	12	12	16	3	7	10
Female	197	2364	38071	99	99	99	534	537	549	30	24	20	22	23	19	42	45	49	5	8	12
Male	165	2400	40126	97	99	99	535	534	547	33	28	23	17	19	17	42	45	46	8	9	14
African American	17	331	4058	100	100	99	567	509	523	6	36	32	25	26	22	50	33	41	19	5	5
Hispanic	288	2423	29129	98	99	99	529	521	527	35	32	32	19	24	23	41	40	40	4	4	6
Asian/Pacific Islander	NC	122	1747	NC	100	100	NC	585	589	NC	10	9	NC	14	9	NC	48	50	NC	29	32
American Indian/Alaskan Native	15	197	4996	100	99	100	530	512	518	20	40	36	33	28	25	40	28	36	7	3	4
White	40	1692	38320	91	99	99	564	560	568	20	14	12	14	15	14	49	56	55	17	15	19
Students with Disabilities	25	659	9329	100	100	100	474	445	454	79	65	64	17	17	18	0	16	16	4	1	2
Students without Disabilities	337	4107	68996	97	99	99	539	550	561	28	20	16	20	22	18	45	49	52	7	9	14
Limited English Proficient Students	44	587	10133	100	100	100	515	485	488	50	43	45	14	28	25	33	28	28	2	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	195	2431	33388	97	96	94	523	525	530	39	35	32	21	24	22	36	37	40	3	4	5
Non-Economically Disadvantaged	167	2335	44937	99	100	100	548	546	561	23	17	13	18	18	15	49	52	54	10	13	18

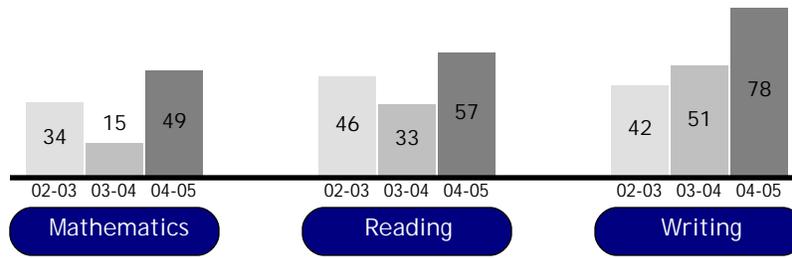
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	362	4767	78302	98	0	99	507	499	512	10	15	11	33	30	25	53	52	57	4	4	7
All Students (Prior Year)	346	4522	74918	99	97	99	479	485	497	45	41	32	22	19	19	26	29	35	7	11	15
Female	197	2366	38082	99	0	99	510	504	518	9	12	8	30	29	24	57	55	61	4	4	7
Male	165	2401	40166	97	0	99	504	494	507	12	17	14	37	31	26	48	49	54	3	3	6
African American	17	331	4064	100	0	100	528	482	498	13	17	14	13	39	29	69	42	54	6	3	3
Hispanic	288	2425	29152	98	0	99	502	486	492	12	19	17	36	36	34	51	44	46	2	2	2
Asian/Pacific Islander	NC	122	1746	NC	0	100	NC	533	542	NC	5	5	NC	21	13	NC	64	66	NC	10	16
American Indian/Alaskan Native	15	198	4993	100	0	100	509	486	484	7	17	19	40	41	38	47	40	42	7	2	1
White	40	1691	38347	91	0	99	541	520	531	3	8	5	14	19	17	66	66	68	17	7	10
Students with Disabilities	25	662	9353	100	0	100	448	416	429	58	46	40	29	36	38	13	18	22	0	0	1
Students without Disabilities	337	4107	69024	97	0	99	512	512	524	7	10	7	34	29	23	56	57	62	4	4	7
Limited English Proficient Students	44	586	10140	100	0	100	487	450	451	16	27	28	49	42	43	34	30	29	1	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	195	2434	33398	97	0	94	496	488	495	12	20	18	41	39	35	45	40	46	2	1	2
Non-Economically Disadvantaged	167	2335	44979	99	0	100	520	510	525	8	9	6	24	21	18	61	64	66	6	6	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	364	4758	78094	98	99	99	544	536	545	3	4	3	20	20	18	77	74	77	1	1	2
All Students (Prior Year)	344	4511	74503	98	97	99	475	485	491	11	10	9	37	34	32	47	50	51	4	6	8
Female	199	2364	38025	100	99	99	554	548	558	2	3	2	13	16	13	84	80	82	1	2	2
Male	165	2393	40013	97	99	99	531	524	534	4	6	5	28	25	23	67	69	71	1	1	1
African American	17	325	4037	100	98	99	574	519	532	0	7	4	19	19	22	75	73	73	6	1	1
Hispanic	290	2424	29068	99	99	99	540	521	523	3	6	5	20	26	27	76	68	67	0	0	1
Asian/Pacific Islander	NC	122	1743	NC	100	100	NC	574	577	NC	1	2	NC	12	9	NC	78	82	NC	9	8
American Indian/Alaskan Native	15	198	4981	100	99	100	534	527	526	0	4	4	33	23	25	67	72	70	0	1	0
White	40	1689	38265	91	99	99	567	559	564	3	1	2	9	13	11	85	84	84	3	2	3
Students with Disabilities	25	651	9275	100	100	100	464	433	444	17	17	14	58	44	46	25	39	39	0	1	1
Students without Disabilities	339	4108	68892	98	99	98	550	552	559	2	2	2	17	17	14	81	80	82	1	2	2
Limited English Proficient Students	44	586	10084	100	100	100	522	472	474	4	11	10	30	38	39	66	51	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	195	2424	33296	97	96	94	532	523	527	4	6	5	24	27	27	71	66	67	1	1	0
Non-Economically Disadvantaged	169	2335	44871	100	100	100	557	549	559	2	2	2	14	13	12	82	82	84	1	2	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	95	40	45	53	99	38	NA	56	100	45	44	51
	Language	95	33	38	45	99	32	38	48	100	42	41	47
	Mathematics	95	47	52	62	99	47	52	66	100	41	44	52
7	Reading	95	47	44	51	96	40	NA	54	99	45	44	50
	Language	95	54	48	54	97	46	48	58	99	47	48	52
	Mathematics	93	48	47	58	97	41	49	62	99	42	44	50
8	Reading	94	48	49	53	100	41	NA	55	98	46	46	51
	Language	97	44	46	49	100	37	41	52	98	47	47	50
	Mathematics	95	58	53	58	100	45	50	61	98	44	48	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/](http://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)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Student Achievement
- Ü Diversity Appreciation
- Ü Parent Involvement
- Ü Professional Development
- Ü Respect and Recognition
- Ü Attendance and Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	64.00
Other Professional Staff	7.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	4	1	0
4 to 6 years	8	4	0	0
7 to 9 years	6	3	0	0
10 or more years	9	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	51
Teachers with Emergency Certificaton.	14
Percent of teachers in the school with Emergency/Provisional Certification	21%
Percent of core classes not taught by Highly Qualified Teachers	76%

Resources Available at School Site

Special Facilities

- Ü Networked Computer Lab
- Ü Fine Arts Wing-Vocal/Instrumental/Dance
- Ü Expansive Library Space
- Ü Two Performance Stages

Extracurricular Activities

- Ü After School Tutoring
- Ü Interscholastic Sports
- Ü Student Council
- Ü Band/Orchestra/Choir
- Ü Folklorico/Dance
- Ü MESA

Social Services

- Ü Southwest Family Resource/Wellness
- Ü District-Provided Services/Social Work
- Ü Speech/Hearing
- Ü School-Based Guidance Counseling
- Ü Native American Advocate
- Ü African American Advocate

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Fourteen students won awards for their projects in the Southern Arizona Regional Science and Engineering Fair.  
Students travel to Washington D.C. through the Pistor Panthers and to the Catalina Islands through the GATE program.
- ü The Pistor yearbook was awarded the Gold Crown Award by the Columbia Scholastic Press Association and the Pacemaker Award by the National Scholastic Press Association. Pistor Students are recruited to attend Exeter Academy.
- ü Received district award for significant gains in AIMS writing and reading. Our writing score rose from 52.0 to 77.9, while reading rose from 32.7 to 58.3. Our math score also rose from 14.9 to 46.9.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Transfers Out Rates <sup>5</sup>	9	12	12	17
Transfers In Rate <sup>6</sup>	19	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	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

Staff, including our school resource officer and probation officer, maintain high visibility on campus. We utilize a progressive disciplinary system with more stringent consequences applied for multiple occurrences. School rules and consequences are included in the front section of the assignment notebooks given to all Pistor students upon enrollment. Entire staff involved in revising and updating emergency evacuation and lockdown plans.

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) :

8

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	Kathryn Crockett	(520) 908-5400
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6400
School Nutrition Programs	Mary Pennington	(520) 908-5423
Parent Organization	Mary Reyes	(520) 908-5400
Student Health/Nurse	Trudi Kahn	(520) 908-5417

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](http://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](http://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](http://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 1120 Copies = \$427.00

\*\* 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.