

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4450 West 32nd Street, Yuma, AZ 85364

Crane 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	Performing Plus
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 1
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Linda J. Huff
 Schedule : 08:00 AM to 04:30 PM
 Grades : 7-8
 2005 Enrollment : 850
 Web Address : www.craneschools.org
 Phone Number : (928) 373-3200
 Fax Number : (928) 344-6821
 E-mail : lhuff@apscc.org

Mission

'The mission of Crane Middle School is to provide all students a safe, supportive environment where academic excellence is encouraged, individual strengths and talents are fostered, and respect for the rights of others prevails.'
 CRMS is a Professional Learning Community that believes that all students can succeed in learning. It is our commitment to ensure that happens.

School / Academic Goals

- ü Student Achievement: review and revise our strategic plan for improving instruction, leadership, and communication to maximize student achievement in our school.
- ü Student Achievement: increase the percentage of 2005-2006 students meeting/exceeding the standards in reading, math, and language as measured by the AIMS Dual Purpose Assessment.
- ü Student Achievement: provide target reading instruction for students reading below grade level through an intensive intervention program to increase the number of students reading at or above grade level.
- ü Teacher Practice: increase student achievement in reading and math by school-wide implementation of research-based effective instructional practices to engage and support all students in learning.

Enrollment

October 1, 2004 School Year Student Enrollment : 833
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 2

Instructional Programs

- ü Standards-Based/Integrated Curriculum
- ü Double-dose Language Arts Curriculum
- ü Reading Intervention Program
- ü ELL Program
- ü Migrant Advisor and Parent Liaison
- ü Exceptional Student Svc.-LD, ED, HI, SMR
- ü Alternative Program for At-Risk Students
- ü Technology-based Learning

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

District Pledge: Our Goal is Clear, All Students will Achieve the Standards, This Responsibility is Mine! School responsibilities include holding high academic standards, setting achievement goals and behavior expectations for students, distribution of handbooks, school policies, and other materials, and regular home/school communication through PTA, site council, team letters, and school newsletters.

Parents

Parents, please ensure that your student attends school every day, encourage good study habits and the completion of all assignments, check your child's handbook on a regular basis for daily work, monitoring progress, and communicating with teachers.

Transportation Policy

Our district provides transportation for pupils in compliance with state law and regulations. Students who reside in the district and whose place of residence is more than one mile from Crane Middle School are eligible to ride the bus.

School Honors

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

Award/Honor	Year
ü National Science Teacher of the Year - Challenger LC	2004
ü Yuma County Middle Level Teacher of the Year	2003
ü Arizona Middle Level Principal of the Year, NASSP/MetL	2002
ü Yuma County Middle Level Teacher of the Year	2002

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	434	711	78250	100	100	99	538	540	548	29	26	21	19	17	18	41	45	48	11	11	13
All Students (Prior Year)	365	680	75001	100	100	99	465	466	468	37	37	37	40	39	36	16	15	16	7	9	10
Female	192	332	38071	98	100	99	534	541	549	26	23	20	20	18	19	45	49	49	9	10	12
Male	242	379	40126	100	100	99	541	540	547	31	28	23	18	16	17	39	43	46	12	13	14
African American	NC	18	4058	NC	100	99	NC	519	523	NC	14	32	NC	21	22	NC	43	41	NC	21	5
Hispanic	339	507	29129	98	99	99	530	529	527	32	32	32	20	19	23	41	43	40	7	7	6
Asian/Pacific Islander	NC	16	1747	NC	100	100	NC	606	589	NC	0	9	NC	19	9	NC	56	50	NC	25	32
American Indian/Alaskan Native	NC	11	4996	NC	100	100	NC	549	518	NC	10	36	NC	20	25	NC	60	36	NC	10	4
White	77	159	38320	100	100	99	578	570	568	17	13	12	13	11	14	41	52	55	29	23	19
Students with Disabilities	79	114	9329	100	100	100	458	446	454	76	66	64	13	16	18	11	18	16	0	0	2
Students without Disabilities	355	597	68996	98	99	99	555	558	561	19	18	16	20	17	18	48	51	52	13	14	14
Limited English Proficient Students	147	196	10133	100	100	100	499	491	488	47	46	45	24	23	25	27	29	28	2	2	2
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	520	NC	NC	39	NC	NC	28	NC	NC	30	NC	NC	4
Economically Disadvantaged	304	457	33388	98	98	94	525	522	530	34	33	32	20	20	22	39	41	40	6	6	5
Non-Economically Disadvantaged	130	254	44937	100	100	100	569	574	561	17	13	13	17	12	15	46	53	54	21	21	18

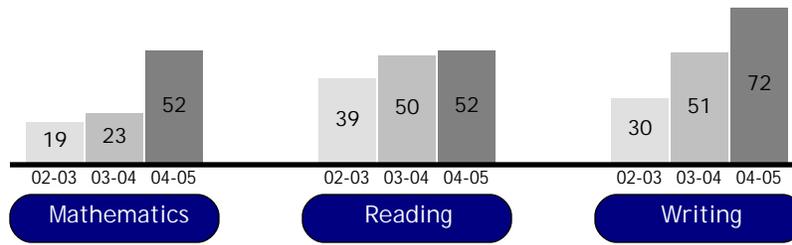
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	434	711	78302	100	0	99	498	502	512	16	14	11	32	30	25	47	51	57	5	5	7
All Students (Prior Year)	364	677	74918	100	100	99	493	496	497	36	32	32	14	17	19	38	36	35	12	15	15
Female	192	332	38082	98	0	99	501	508	518	12	9	8	33	31	24	51	56	61	5	4	7
Male	242	379	40166	100	0	99	497	496	507	19	19	14	32	29	26	44	47	54	5	6	6
African American	NC	18	4064	NC	0	100	NC	499	498	NC	14	14	NC	0	29	NC	79	54	NC	7	3
Hispanic	339	507	29152	98	0	99	492	491	492	17	15	17	36	36	34	44	46	46	3	3	2
Asian/Pacific Islander	NC	16	1746	NC	0	100	NC	552	542	NC	6	5	NC	6	13	NC	69	66	NC	19	16
American Indian/Alaskan Native	NC	11	4993	NC	0	100	NC	488	484	NC	20	19	NC	50	38	NC	30	42	NC	0	1
White	77	159	38347	100	0	99	534	532	531	12	11	5	14	12	17	59	66	68	14	11	10
Students with Disabilities	79	114	9353	100	0	100	422	413	429	61	53	40	31	33	38	7	14	22	0	0	1
Students without Disabilities	355	597	69024	98	0	99	515	518	524	6	7	7	32	29	23	56	58	62	6	6	7
Limited English Proficient Students	147	196	10140	100	0	100	462	453	451	28	28	28	47	48	43	25	24	29	0	0	1
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	480	NC	NC	29	NC	NC	36	NC	NC	35	NC	NC	0
Economically Disadvantaged	304	457	33398	98	0	94	486	483	495	19	18	18	36	36	35	43	44	46	1	1	2
Non-Economically Disadvantaged	130	254	44979	100	0	100	529	536	525	8	6	6	22	17	18	57	65	66	13	12	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	432	707	78094	99	100	99	532	539	545	4	3	3	24	19	18	72	77	77	0	1	2
All Students (Prior Year)	363	677	74503	100	100	99	473	492	491	8	7	9	41	35	32	47	50	51	4	8	8
Female	191	331	38025	97	99	99	539	551	558	2	2	2	17	14	13	80	84	82	1	1	2
Male	241	376	40013	100	100	99	526	529	534	5	4	5	29	24	23	66	72	71	0	1	1
African American	NC	17	4037	NC	100	99	NC	546	532	NC	7	4	NC	0	22	NC	93	73	NC	0	1
Hispanic	338	505	29068	98	99	99	526	530	523	4	3	5	27	24	27	69	73	67	0	0	1
Asian/Pacific Islander	NC	16	1743	NC	100	100	NC	573	577	NC	6	2	NC	0	9	NC	88	82	NC	6	8
American Indian/Alaskan Native	NC	11	4981	NC	100	100	NC	556	526	NC	0	4	NC	10	25	NC	90	70	NC	0	0
White	77	158	38265	100	100	99	557	564	564	1	1	2	16	10	11	81	89	84	1	1	3
Students with Disabilities	78	112	9275	100	100	100	458	450	444	10	8	14	59	50	46	31	40	39	0	2	1
Students without Disabilities	354	595	68892	98	99	98	548	556	559	2	2	2	16	14	14	81	84	82	0	0	2
Limited English Proficient Students	147	196	10084	100	100	100	492	487	474	7	6	10	40	39	39	52	54	50	0	1	1
Migrant Students	NC	NC	81	NC	NC	NA	NC	NC	504	NC	NC	12	NC	NC	27	NC	NC	60	NC	NC	0
Economically Disadvantaged	302	453	33296	97	97	94	521	523	527	5	4	5	27	24	27	68	71	67	0	1	0
Non-Economically Disadvantaged	130	254	44871	100	100	100	558	569	559	1	1	2	17	10	12	83	88	84	0	0	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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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
7	Reading	100	44	50	51	98	57	NA	54	99	44	46	50
	Language	100	48	53	54	99	65	65	58	99	48	50	52
	Mathematics	99	63	64	58	98	75	74	62	98	50	52	50
8	Reading	100	39	44	53	98	53	NA	55	99	44	46	51
	Language	100	34	42	49	98	52	57	52	99	44	47	50
	Mathematics	99	50	54	58	98	62	64	61	99	49	51	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)
- 3 Non-certified Employee(s)
- 12 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 850 Student(s)

Council Duties

- Ü Maximize Student Achievement
- Ü School Improvement Planning
- Ü School/Business/Community Relations
- Ü Curriculum and Program Development
- Ü Increase Parent Involvement/Volunteers
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	3.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	20	3	1	1
4 to 6 years	7	5	0	0
7 to 9 years	2	2	0	0
10 or more years	7	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Networked Computer Labs (3)
- Ü Internet Mini-lab in Media Center
- Ü Broadcast Media Studio
- Ü Multi-media/Large group meeting room

Extracurricular Activities

- Ü Interscholastic Athletic Program
- Ü Academic Pentathlon/MathCounts
- Ü National Junior Honor Society
- Ü Student Council
- Ü Cougar Ambassadors (PR)
- Ü Challenger Learning Center/Mars Program
- Ü Yearbook
- Ü Chess Club

Social Services

- Ü DES Services
- Ü Crisis Incident Management Team
- Ü The Excel Group - Health Services
- Ü Saddles of Joy
- Ü Family Literacy Program
- Ü School Bell
- Ü Parents Anonymous
- Ü Amberly's Place

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Crane Middle School increased the number of students meeting and exceeding the standards in reading by 10%.

- ü Crane Middle School students made significant growth in writing with a 33 percent increase of students meeting and exceeding the standards over the prior year.

- ü Crane Middle School students made significant growth in math with a 28 percent increase of students meeting and exceeding the standards over the prior year.

- ü Crane Middle School decreased the percentage of 8th grade students who fall far below the Arizona reading standards from 36% to 16%.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	86	96	95	81
Retention Rate ⁹	11	1	1	3
Dropout Rate ¹⁰	1	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

CRMS implements a consistent, progressive schoolwide discipline plan. We have a comprehensive Crisis Management Plan, Law-Related Education, peer mediation, and our counselors are engaged in the CCBG program.

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) :

12

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	Linda J. Huff	(928) 373-3200
Transportation Policy	Margaret Wapler	(928) 373-3400
Community Resources	Ken Vandersloot	(928) 373-3200
School Nutrition Programs	Jane Johnson	(928) 373-3400
Parent Organization	Michael Badgley	(928) 373-3200
Student Health/Nurse	Tyrina Ruda	(928) 373-3200

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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Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** 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.