

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

East Fir Street, Tuba City, AZ 86045

Tuba City 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	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	Met
2003-04	Not Met
2002-03	Not Met

#### School Improvement Status (b)

2004-05	Restructure(Plan)
2003-04	Restructuring
2002-03	Corrective Action

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

### School Overview

Principal/Administrator : Dr. Harold G. Begay  
 Schedule : 07:30 AM to 05:00 PM  
 Grades : 7-8  
 2005 Enrollment : 329  
 Web Address : www.tcsud.org  
 Phone Number : (928) 283-1055  
 Fax Number : (928) 283-1094  
 E-mail : hbegay@tcsud.org

### Mission

The mission of TCJHS is to meet the needs of our students, for them to become self-sufficient in school and in their future, and to be successful in a safe, nurturing, and challenging school-community environment.

### School / Academic Goals

- ü To increase the mathematics achievement of middle school students, as measured by our DAP, SAT 9, and AIMS results.
- ü To increase the reading achievement of middle school students, as measured by our DAP, SAT 9, and AIMS results.
- ü To increase school attendance, reduce non-attendance, and decrease disciplinary action and consequences.
- ü To improve parental, family, and community involvement in school events and activities; to provide service learning experiences; and contribute to community.

### Enrollment

October 1, 2004 School Year Student Enrollment : 505  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü Character Counts!
- Ü Renaissance Reading/Accelerated Math
- Ü Navajo Language and Culture
- Ü Law-Related Education/SRO Program
- Ü Hopi Language
- Ü Navajo Coordinated School Health

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/3/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Informing parents of activities and events through calendars, notices to parents; disciplinary incident notices, phone calls, home visits by Home Visitor and/or Social Worker, parent teacher conferences, parent orientation, and supporting the Home/School Compacts.

Parents

Enrollment in school with proper documents, responsible and legal adult care of students, supportive of a safe school; ensure daily attendance; check on academic performance and progress of student in school; be knowledgeable and supportive of school rules and policies; provide necessities for child's success in school; be informed of school events and activities; and provide a place and time at home for study.

Transportation Policy

Students in grades 4-6 must reside one mile or more from school and students in grades 7-8 must reside 1.5 miles or more from school, to be transported on school transportation. Special Needs students will be transported according to their IEPs.

School Honors

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

Award/Honor	Year
Ü Performing School-AZ LEARNS	2004
Ü Navajo Spelling Bee Runnerup	2004
Ü NCA Accreditation	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	194	195	78250	100	100	99	525	525	548	34	34	21	20	20	18	41	41	48	5	5	13
All Students (Prior Year)	197	205	75001	98	98	99	440	438	468	63	64	37	33	32	36	3	3	16	1	1	10
Female	94	94	38071	100	100	99	525	525	549	33	33	20	28	28	19	38	38	49	1	1	12
Male	100	101	40126	100	100	99	525	525	547	36	36	23	13	13	17	43	43	46	8	8	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	185	186	4996	100	100	100	523	523	518	35	35	36	21	21	25	40	40	36	4	4	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	40	40	9329	100	100	100	459	459	454	86	86	64	5	5	18	8	8	16	0	0	2
Students without Disabilities	154	155	68996	100	100	99	543	542	561	20	21	16	24	24	18	50	49	52	6	6	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	149	150	33388	99	99	94	524	524	530	36	36	32	23	23	22	38	38	40	3	3	5
Non-Economically Disadvantaged	45	45	44937	100	100	100	528	528	561	28	28	13	10	10	15	51	51	54	10	10	18

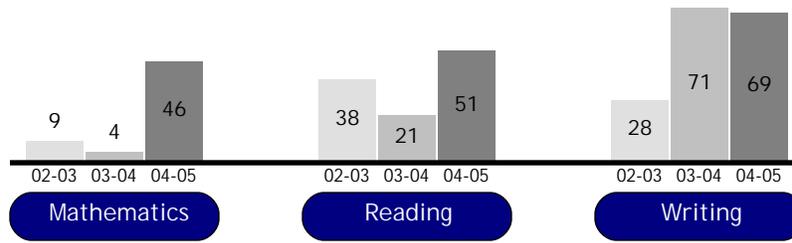
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	194	195	78302	100	0	99	497	496	512	15	15	11	34	33	25	48	48	57	3	3	7
All Students (Prior Year)	198	205	74918	98	98	99	471	472	497	55	54	32	25	25	19	16	16	35	5	4	15
Female	94	94	38082	100	0	99	501	501	518	10	10	8	37	37	24	49	49	61	3	3	7
Male	100	101	40166	100	0	99	492	492	507	19	20	14	30	30	26	48	47	54	3	3	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	185	186	4993	100	0	100	493	493	484	15	16	19	34	34	38	49	48	42	2	2	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	40	40	9353	100	0	100	439	439	429	57	57	40	24	24	38	19	19	22	0	0	1
Students without Disabilities	154	155	69024	100	0	99	512	512	524	4	4	7	36	36	23	56	56	62	4	4	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	149	150	33398	99	0	94	493	493	495	17	17	18	35	35	35	47	46	46	1	1	2
Non-Economically Disadvantaged	45	45	44979	100	0	100	509	509	525	8	8	6	28	28	18	54	54	66	10	10	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	194	195	78094	100	100	99	525	524	545	7	7	3	24	24	18	69	69	77	0	0	2
All Students (Prior Year)	198	205	74503	98	98	99	498	494	491	5	6	9	24	26	32	66	64	51	5	4	8
Female	94	94	38025	100	100	99	543	543	558	1	1	2	21	21	13	78	78	82	0	0	2
Male	100	101	40013	100	100	99	508	507	534	12	12	5	27	27	23	61	60	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	185	186	4981	100	100	100	522	521	526	7	7	4	24	25	25	69	68	70	0	0	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	40	40	9275	100	100	100	424	424	444	30	30	14	51	51	46	19	19	39	0	0	1
Students without Disabilities	154	155	68892	100	100	98	552	551	559	1	1	2	17	17	14	83	82	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	149	150	33296	99	99	94	521	520	527	8	8	5	27	28	27	65	64	67	0	0	0
Non-Economically Disadvantaged	45	45	44871	100	100	100	538	538	559	3	3	2	13	13	12	85	85	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.

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
7	Reading	95	25	25	51	100	37	NA	54	97	38	38	50
	Language	96	25	25	54	100	39	38	58	97	40	40	52
	Mathematics	98	29	29	58	100	37	37	62	97	39	39	50
8	Reading	96	30	30	53	92	33	NA	55	100	45	44	51
	Language	100	23	23	49	98	25	25	52	100	42	41	50
	Mathematics	99	31	31	58	98	32	32	61	100	38	38	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)
- 2 Teacher(s)
- 2 Parent(s)
- 3 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School and Community Relations
- Ü School Improvement
- Ü Renovations and Construction
- Ü Staff Recognition
- Ü Curriculum and Instructional Improvement
- Ü Safe Schools

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	27.00
Other Professional Staff	1.50	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	90
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	16%

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü Library/Media Center
- Ü Five Science Labs
- Ü Renovated Gymnasium

Extracurricular Activities

- Ü 2004 Girls Basketball State Champions
- Ü National Junior Honor Society
- Ü Student Council
- Ü Yearbook Club
- Ü NAAA Athletic Membership
- Ü Beginning and Advanced Band
- Ü NAU Saturday Academy/Summer Scholars
- Ü Spelling and Geography Bees

Social Services

- Ü Breakfast and Lunch Programs
- Ü Student Health Clinic
- Ü Navajo School Clothing Program
- Ü Navajo Coordinated School Health
- Ü School Safety Program-LRE & SRO
- Ü Adult GED Testing

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü AIMS Writing scores on 2005 results exceeded the State and County averages, including the ELL students in our school.
  
- ü AIMS test scores on 2005 test results show increases in reading, language, and mathematics with the 7th grade students.
  
- ü AIMS test scores on the 2005 test results were greatly improved resulting in the school meeting AYP.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	9	12	12	17
Transfers In Rate <sup>6</sup>	18	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	85	96	95	81
Retention Rate <sup>9</sup>	2	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

A Closed Campus policy ensures students stay on campus for the entire school day, a student handbook is provided to students and parents that shows the rules, policies, and discipline plan, discipline policy is enforced, visitor sign in through the Front Office, and District security and the School Resource Officer provide a safe school environment for staff members and students.

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	Mr. Eddie E. Tuchawena	(928) 283-1000
Transportation Policy	Pearl Puhuyaoma	(928) 283-1000
Community Resources	Mr. Dennis Bedonie	(928) 283-1055
School Nutrition Programs	Helen Hunter	(928) 283-1000
Parent Organization	James Bilagody	(928) 283-1055
Student Health/Nurse	Verlene Waters	(928) 283-6281

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).

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.