

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1200 W White Mountain Blvd, Lakeside, AZ 85929

Blue Ridge 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	Highly Performing
2003-04	Excelling
2002-03	Excelling

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School Overview

Principal/Administrator : Dr. P. Rance Pullin  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : K-3  
 2005 Enrollment : 853  
 Web Address : www.brusd.k12.az.us  
 Phone Number : (928) 368-6182  
 Fax Number : (928) 368-6183  
 E-mail : rpullin@brusd.k12.az.us

### Mission

BRES has been successful in following a more traditional approach. However, with the characteristics of the traditional comes a taste of the creative to develop a balance in addressing the needs of a diverse student population. The technology program, Extended Learning Program, Sheltered English Immersion (SEI), Toddlin Jackets Preschool, Jump Start first grade, Character Counts, and our positive incentive program, Super Kids Journey to Excellence, are just a few of the programs.

### School / Academic Goals

- ü Provide programs to meet the needs of each child, including technological opportunities in computers and special interest areas.
- ü Provide the instruction and instructional support imperative for all students to successfully meet the Arizona Academic Standards, NCLB requirements and the Blue Ridge Elementary School promotional standards.
- ü Encourage activities that will enhance self-concept and self-esteem for all students, as well as teach respect and responsibility
- ü Raise the level of performance for all students in problem-solving techniques, communication skills, information-accessing skills and critical-thinking skills, in order to allow each student to become a lifelong learner.

### Enrollment

October 1, 2004 School Year Student Enrollment : 793  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 20

Instructional Programs

- ü Extended Learning Program (ELP)
- ü Technology/Computer Lab
- ü Special Needs Preschool'Toddlin Jackets'
- ü Reading/Math Assistance Programs
- ü Structured English Immersion (ESI)
- ü Music/Physical Education
- ü Character Counts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school communicates with parents. The school monitors daily attendance, establishes behavioral guidelines, schedules parent conferences and Parents Nights. The school issues report cards, information on the State Standards and testing results.

Parents

BRES expects and encourages parents to support their children by promoting good attendance at school; ensuring updated immunization records; and providing accurate information for records and emergencies.

Transportation Policy

Transportation is a privilege given to students in our district. We adhere to all district guidelines and requirements. Student transportation behavioral guidelines are established and enforced by drivers and principals through a ticketing system.

School Honors

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

Award/Honor	Year
ü ADE A+ Elementary School Recognition Program	1996
ü NASA Workshop Recipients	2000
ü Heritage Grant Award (Arizona Game and Fish)	2001
ü Chess Club (Regional Winner) (5th Place in State )	2004

3rd 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	184	185	79306	100	100	99	468	465	445	3	4	10	12	12	18	49	49	51	36	35	20
All Students (Prior Year)	178	178	75509	100	100	100	540	540	521	2	2	13	25	25	23	32	32	33	40	40	31
Female	80	80	38691	100	100	99	463	463	446	1	1	10	9	9	18	59	59	52	31	31	20
Male	104	105	40583	100	100	99	472	467	445	4	5	11	15	15	18	41	41	50	39	39	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	29	29	32869	97	97	99	460	460	429	0	0	15	19	19	25	62	62	51	19	19	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	144	145	36197	100	100	99	473	470	463	4	4	5	12	12	11	44	44	53	40	40	31
Students with Disabilities	39	40	10321	100	100	100	412	401	389	13	15	30	32	31	27	39	38	34	16	15	9
Students without Disabilities	145	145	69060	98	98	98	484	484	454	0	0	7	7	7	17	52	52	54	41	41	22
Limited English Proficient Students	11	12	15509	100	100	100	370	345	406	7	13	20	14	13	30	71	67	45	7	7	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	77	77	39415	90	90	96	465	465	431	1	1	15	18	18	25	51	51	50	30	30	10
Non-Economically Disadvantaged	107	108	39966	100	100	100	470	465	459	4	5	6	8	8	12	48	47	52	40	39	30

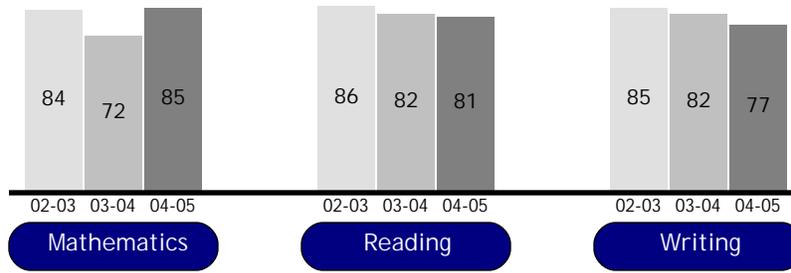
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	184	185	79395	100	0	99	459	457	446	2	2	9	17	17	25	67	67	55	14	14	11
All Students (Prior Year)	177	177	75492	100	100	100	526	526	519	5	5	12	13	13	16	56	56	47	26	26	24
Female	80	80	38743	100	0	100	460	460	451	0	0	7	20	20	24	67	67	57	13	13	12
Male	104	105	40618	100	0	99	459	454	440	3	4	11	15	15	27	68	67	53	14	14	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	29	29	32915	97	0	99	453	453	426	0	0	15	27	27	35	65	65	47	8	8	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	144	145	36221	100	0	99	464	461	465	2	3	4	16	16	15	66	66	63	16	16	17
Students with Disabilities	39	40	10331	100	0	100	408	397	388	5	8	25	42	41	37	50	49	34	3	3	4
Students without Disabilities	145	145	69139	98	0	99	474	474	454	1	1	7	10	10	24	73	73	58	17	17	11
Limited English Proficient Students	11	12	15545	100	0	100	362	337	399	7	13	21	29	27	42	64	60	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	77	77	39484	90	0	96	457	457	429	1	1	14	23	23	35	66	66	47	10	10	4
Non-Economically Disadvantaged	107	108	39986	100	0	100	461	457	461	2	3	4	13	13	16	68	68	63	16	16	17

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	184	185	78869	100	100	99	439	437	442	4	4	6	19	19	21	71	71	63	6	6	10
All Students (Prior Year)	177	178	75053	100	100	99	589	588	597	7	8	7	10	10	12	77	77	72	5	5	9
Female	80	80	38536	100	100	99	458	458	458	1	1	4	13	13	15	77	77	67	8	8	14
Male	104	105	40302	100	100	99	424	420	428	6	6	8	23	24	26	66	65	60	4	4	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	29	29	32606	97	97	98	433	433	426	4	4	8	31	31	27	54	54	60	12	12	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	144	145	36078	100	100	99	441	438	459	4	4	4	18	19	16	72	72	66	5	5	14
Students with Disabilities	39	40	10246	100	100	100	375	365	367	18	18	18	29	31	39	50	49	40	3	3	4
Students without Disabilities	145	145	68697	98	98	98	458	458	454	0	0	4	16	16	18	77	77	67	7	7	11
Limited English Proficient Students	11	12	15339	100	100	100	344	321	399	7	7	11	43	47	31	50	47	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	77	77	39106	90	90	95	443	443	427	3	3	8	20	20	28	72	72	59	6	6	5
Non-Economically Disadvantaged	107	108	39837	100	100	100	436	432	457	5	5	4	18	19	14	70	70	67	6	6	15

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)

3rd 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?	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
2	Reading	97	55	55	50	92	66	NA	58	100	54	54	47
	Language	97	44	44	43	97	58	58	50	100	56	56	47
	Mathematics	99	58	58	57	98	69	69	64	100	54	54	50
3	Reading	98	65	65	47	99	62	NA	55	99	57	57	44
	Language	96	67	67	54	100	63	63	61	99	55	55	44
	Mathematics	95	69	69	54	100	69	69	61	99	63	63	51

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

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

Council Duties

- Ü Parental Concerns
- Ü School Safety Issues
- Ü Parent/Educator Relationships
- Ü Special Programs
- Ü School Calendar
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	4.00	Teacher Aide	25.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	7	3	0	0
10 or more years	18	12	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	48
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Computer Lab
- Ü Music Building

Extracurricular Activities

- Ü Special Olympics
- Ü Jump-Rope for the Heart Program
- Ü Accelerated Reader Program
- Ü Blue Ridge Lil' Jumping Jackets
- Ü Big Brother/ Big Sister Program
- Ü Chess Club
- Ü Character Counts Program
- Ü Super Kids Journey to Excellence

Social Services

- Ü Lunch/Breakfast Program
- Ü Counseling Services
- Ü Health Services
- Ü PTO

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Individual student needs are met through programs that address specific requirements which include special education, gifted, English Language Learners, Character Counts, 'Jump Start' first grade, preschool, music, PE, counseling and other programs.
- ü Ninety-nine percent of our students met promotional standards at BRES.
- ü Elementary Achievement Profile: Excelling
- ü BRES has received an Arizona Profile as an Excelling school for the past two years.

Student Activity Rates for School Year 2004-05

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

We promote positive activities and reinforcement of students through programs that build self-concept and social skills. We have adopted Character Counts! as our social and behavioral skills program involving all students, parents and staff.

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) :

2

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	Dr. Rance Pullin	(928) 368-6182
Transportation Policy	Harry Smith	(928) 368-8266
Community Resources	Dr. Rance Pullin	(928) 368-6182
School Nutrition Programs	Lori Lummus	(928) 368-6126
Parent Organization	Mary Knaust	(928) 368-6182
Student Health/Nurse	Darla Becker	(928) 368-6182

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 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.