

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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Highly Performing
2003-04	Highly Performing
2002-03	Highly 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	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 : Ms. Diana Butler
 Schedule : 07:30 AM to 04:30 PM
 Grades : 4-6
 2005 Enrollment : 610
 Web Address : www.brusd.k12.az.us/MOffice.html
 Phone Number : (928) 368-6119
 Fax Number : (928) 368-6120
 E-mail : dbutler@brusd.k12.az.us

Mission

Providing Excellence in Education . . . One Child at a Time. The Blue Ridge Mid School will educate lifelong learners who will become responsible, well-rounded citizens with the skills to meet the challenges of the new century.

School / Academic Goals

- ü Provide programs to meet the academic needs of each child so that each child can achieve the Arizona State Standards to reach his/her academic potential.
- ü Teach critical thinking, problem-solving, communication and information-accessing skills which will allow students to become successful lifelong learners.
- ü Implement the 'Character Counts!' program to encourage the development of good character in students including respect, caring, responsibility, fairness, trustworthiness, citizenship, and good decision making skills.
- ü Teach basic computer skills to students so that they are better able to use technology to communicate, research and access computer assisted instruction.

Enrollment

October 1, 2004 School Year Student Enrollment : 631
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- ü Gifted Education
- ü On-site Special Education
- ü Remedial Reading and Math
- ü SEI for English Language Learners
- ü Art and General Music
- ü Orchestra and Band
- ü Physical Education
- ü Computers

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

A safe learning environment is provided. Attendance is monitored daily by telephone. Student progress toward the standards and grade reports are issued quarterly. Parents receive Terra Nova and AIMS DPA results annually. Parent-teacher conferences are held each semester. The principal and teachers communicate regularly through letters and memos. A newsletter is sent out monthly. A school nurse and counselor are available on-site. Orientation and family night are annual events.

Parents

Parents are to provide immunization records, birth certificates, proof of residency and information on special needs. Parents are expected to ensure regular, punctual school attendance; to contact the school regarding absences; and to maintain current emergency contact data. Parents shall provide educational support by interacting with teachers and attending Parent-Teacher conferences. Students must dress and behave in adherence with established codes.

Transportation Policy

Transportation is a privilege extended to students living within the Blue Ridge School District boundaries. Bus behavior guidelines are established and enforced. Students who continue to misbehave on the bus or at bus stops can lose bus privileges. BRUSD adheres to all state and federal guidelines and requirements regarding transportation.

School Honors

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

Award/Honor	Year
ü Navajo County Spelling Bee - 2nd and 3rd Place	2005
ü ASBA Golden Bell Award for the 'Books Are Us' Program	2004
ü AATM 6th grade Math Challenge- 1st Place	2005
ü AZ Scholastic State Chess Championship- 3rd Place	2005

5th 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	217	217	78906	99	100	99	524	524	498	9	9	13	12	12	19	45	45	48	35	35	20
All Students (Prior Year)	192	192	76019	99	99	100	520	520	499	7	7	14	28	28	39	18	18	14	47	47	33
Female	114	114	38644	99	99	99	526	526	500	9	9	12	10	10	19	47	47	49	35	35	19
Male	103	103	40236	99	100	99	522	522	497	9	9	15	14	14	19	42	42	46	35	35	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	37	37	31938	97	97	99	496	496	481	26	26	19	20	20	25	29	29	46	26	26	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	10	10	4593	100	100	100	519	519	467	0	0	26	25	25	29	50	50	39	25	25	6
White	165	165	36483	99	100	99	530	530	517	6	6	7	9	9	13	47	47	51	38	38	30
Students with Disabilities	38	38	10664	97	100	100	463	463	430	31	31	42	36	36	27	28	28	26	6	6	5
Students without Disabilities	179	179	68310	99	99	98	537	537	509	4	4	9	6	6	18	48	48	51	41	41	22
Limited English Proficient Students	18	18	12573	100	100	100	464	464	454	38	38	27	24	24	30	33	33	38	5	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	99	99	38679	97	97	96	511	511	483	13	13	20	16	16	25	49	49	45	22	22	10
Non-Economically Disadvantaged	118	118	40295	100	100	100	536	536	513	6	6	7	8	8	13	40	40	50	47	47	30

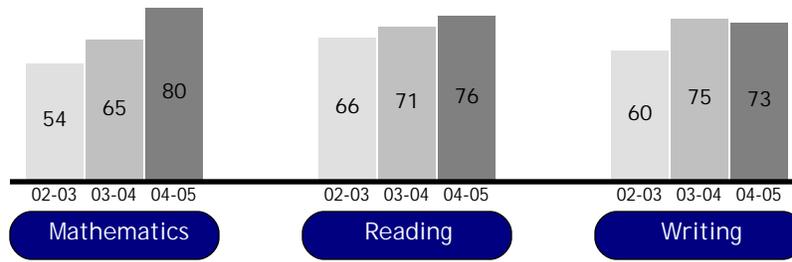
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	217	217	78908	99	0	99	502	502	484	5	5	10	19	19	23	61	61	58	15	15	9
All Students (Prior Year)	192	193	76020	99	99	100	510	509	503	15	15	25	14	14	23	51	52	40	20	20	12
Female	114	114	38648	99	0	99	507	507	489	4	4	8	16	16	22	61	61	61	19	19	10
Male	103	103	40233	99	0	99	495	495	479	6	6	12	22	22	25	61	61	55	11	11	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	37	37	31940	97	0	99	472	472	465	14	14	16	40	40	32	40	40	49	6	6	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	10	10	4569	100	0	100	490	490	457	0	0	18	25	25	39	75	75	41	0	0	2
White	165	165	36502	99	0	99	509	509	502	3	3	4	14	14	14	64	64	67	18	18	15
Students with Disabilities	38	38	10665	97	0	100	459	459	423	14	14	30	50	50	36	33	33	31	3	3	2
Students without Disabilities	179	179	68312	99	0	98	511	511	493	3	3	7	12	12	21	67	67	62	18	18	10
Limited English Proficient Students	18	18	12556	100	0	100	442	442	436	24	24	24	57	57	40	19	19	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	99	99	38662	97	0	96	486	486	468	7	7	16	27	27	32	58	58	49	7	7	3
Non-Economically Disadvantaged	118	118	40315	100	0	100	516	516	498	3	3	5	11	11	15	64	64	66	22	22	14

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	217	217	78750	99	100	99	513	513	500	5	5	6	23	23	29	69	69	63	4	4	2
All Students (Prior Year)	192	192	75673	99	99	100	552	552	530	7	7	12	17	17	25	71	71	58	4	4	4
Female	114	114	38586	99	99	99	528	528	515	4	4	4	13	13	22	79	79	71	4	4	3
Male	103	103	40135	99	100	99	497	497	486	5	5	8	34	34	35	58	58	56	3	3	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	37	37	31841	97	97	99	475	475	483	14	14	8	29	29	36	54	54	55	3	3	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	10	10	4586	100	100	100	524	524	481	0	0	8	25	25	37	75	75	54	0	0	1
White	165	165	36440	99	100	99	522	522	516	3	3	3	21	21	22	72	72	71	4	4	4
Students with Disabilities	38	38	10622	97	100	100	452	452	415	14	14	21	61	61	50	22	22	28	3	3	1
Students without Disabilities	179	179	68196	99	99	98	527	527	513	2	2	3	15	15	25	79	79	69	4	4	3
Limited English Proficient Students	18	18	12504	100	100	100	439	439	451	19	19	12	43	43	44	38	38	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	99	99	38558	97	97	96	500	500	485	7	7	8	27	27	37	63	63	54	2	2	1
Non-Economically Disadvantaged	118	118	40260	100	100	100	525	525	514	2	2	3	19	19	21	74	74	72	5	5	4

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)

5th 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
4	Reading	99	67	67	52	98	70	NA	56	99	55	55	48
	Language	100	59	59	48	100	61	61	52	99	52	52	49
	Mathematics	99	61	61	57	100	66	66	61	99	57	57	53
5	Reading	99	66	66	50	98	68	NA	55	99	59	59	50
	Language	99	57	57	46	99	61	61	49	99	55	55	50
	Mathematics	99	62	62	57	99	75	75	63	99	57	57	49
6	Reading	99	60	60	53	91	66	NA	56	98	55	55	51
	Language	100	54	54	45	90	59	59	48	98	51	51	47
	Mathematics	99	69	69	62	91	74	74	66	98	58	58	52

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

Council Duties

- Ü Parental Concerns
- Ü School Safety and Prevention Issues
- Ü Parent/Educator Relations
- Ü Curriculum Development
- Ü School Improvement/NCLB
- Ü Extracurricular Activities/Tax Credits

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	1.75	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library/Media Center
- Ü Technology Labs
- Ü Art Facility
- Ü Outdoor Classroom & Forest Restoration

Extracurricular Activities

- Ü Spelling /Geography/Word Challenge Bees
- Ü BRMS Student Council
- Ü Intramural Sports/Chess Programs
- Ü Navajo County School Fair Entries
- Ü Annual BRMS Talent Show
- Ü Band/Strings/ Choir/Highland Dance
- Ü Math and Reading Clubs
- Ü K9 Fun Club

Social Services

- Ü Breakfast/Lunch Programs
- Ü Adopt- A- Watershed/Outdoor Classroom
- Ü Health Services/School Nurse
- Ü Afterschool Athletics
- Ü Grandparents Raising Grandchildren Group
- Ü TAG Yellowjacket Youth Center
- Ü Big Brothers/Big Sisters HS&Com. Mentors
- Ü Parent Teacher Organization

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Individual BRMS student needs are met through programs which address specifically identified concerns in the regular classroom, as well as in special education, gifted, SEI, remedial math and reading, music, art, counseling and other programs.
- ü BRMS students are assessed annually on progress toward the Arizona Academic Standards. The percent of BRMS students who met or exceed state standard in reading and mathematics on the AIMS was above state levels.
- ü Implemented new Everyday Math curriculum and exceeded Arizona state math scores on both Terra Nova and AIMS DPA.
- ü Scores on the Terra Nova Achievement Test, the state norm referenced testing, exceeded state percentile medians and national means.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	17	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

BRMS behavioral guidelines are strictly enforced with bullying and fighting not tolerated. Alcohol, tobacco, drugs and weapons are forbidden on BR Campus. A character building program, 'CHARACTER COUNTS!,' has been adopted and implemented. The BR crisis management plan and team are available in case of emergencies. A nurse and a counselor are available on campus. Officers are available to make home visits regarding truancy and behavior referrals.

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	Diana Butler or Alicia Phillips	(928) 368-6119
Transportation Policy	Harry Smith	(928) 368-6126
Community Resources	Kay Schweppe	(928) 368-6119
School Nutrition Programs	Lori Lummus	(928) 368-6126
Parent Organization	Mary Knaust	(928) 367-3304
Student Health/Nurse	Rachel Landis	(928) 368-6119

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0318 Per page X 75 Copies = \$29.00

** 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.