

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

650 E. Wilcox Dr., Sierra Vista, AZ 85635

Cochise Private Industry Council

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

High School Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Small School

(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	Out of Improvement
2002-03	Year 1

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

School Overview

Principal/Administrator : Mr. Phillip Hiraes
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 173
 Web Address : www.cas-schools.com
 Phone Number : (520) 458-4200
 Fax Number : (520) 458-6396
 E-mail : phiraes@cpic-cas.org

Mission

CAS empowers students to reach their maximum potential. Our primary focus is acquisition of basic academic skills, responsible citizenship, character development, English literacy and technology to prepare students for success in today's global workplace.

School / Academic Goals

- ü Provide individualized and whole group instruction through curriculum aligned with Arizona academic standards.
- ü Achieve measurable academic growth for each student, aligning AIMS and Terra Nova results with individual student assessment objectives.
- ü Equip students with skills and knowledge necessary to successfully meet the demands of today's global, high-tech marketplace, and to align our exit standards with college and workplace requirements as outlined in the American Diploma project.
- ü Integrate our Character Education program into all subject areas; measure programmatic success through an increase in student achievement and decreasing in discipline issues.

Enrollment

October 1, 2004 School Year Student Enrollment : 188
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 173

Instructional Programs

- ü Project-Based: Brown Canyon Ranch
- ü Self-Paced; Individualized Program
- ü School-to-Work/College
- ü Computer-Assisted Instruction;Technology
- ü Alternative Ed: Educational Options
- ü Star Math
- ü Character Education: Character Counts
- ü Service Projects

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

CAS has high academic standards that prepare students to meet and exceed state and national guidelines. CAS has an in-house and community network of supporters who help to meet students' social services needs and eliminate barriers to success. Progress reports are mailed mid-semester. Principal's letter to parents is mailed monthly. An Open house for parents, CAS Board, and community is held at the start of the school year. Information is provided to the public via the local newspaper.

Parents

Parents have the responsibility to encourage positive student interaction with peers and staff; to support regular attendance and student completion of assignments; to assist in resolving academic or social conflict; to uphold the rules for proper dress and discipline; and to be involved in school activities such as parent-teacher conferences and open house; demonstrate support for our Character Counts initiative.

Transportation Policy

Although CAS is not required by law, nor are we funded to provide transportation to students, we do so whenever any student requires it. We bus within a wide radius that extends from Whetstone to Hereford and Palominas, and from Ft. Huachuca to Sierra Vista.

School Honors

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

Award/Honor	Year
ü Kiwanis Kudos for Kids	2004
ü Cochise County's Teacher of the Year	2004
ü Regional and National	2004
ü Computer Olympics	2003

10th 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	32	61	69846	100	100	100	670	656	699	50	75	21	10	5	11	40	20	49	0	0	18
All Students (Prior Year)	41	79	65934	100	100	100	458	456	492	85	86	43	12	11	18	0	1	24	2	1	15
Female	17	34	34328	100	100	99	658	648	702	70	87	19	10	4	12	20	9	51	0	0	18
Male	15	27	35509	100	100	100	681	665	696	30	59	23	10	6	11	60	35	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	NC	35	23363	NC	100	100	NC	647	680	NC	91	32	NC	0	16	NC	9	45	NC	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	19	19	36421	100	100	99	668	668	714	54	54	12	8	8	8	38	38	54	0	0	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	30	57	62220	100	100	99	673	656	712	44	74	16	11	5	11	44	21	53	0	0	20
Limited English Proficient Students	--	18	5834	--	100	100	--	638	612	--	100	46	--	0	20	--	0	31	--	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	12	40	21421	80	100	92	668	649	686	43	85	35	14	4	15	43	12	43	0	0	7
Non-Economically Disadvantaged	20	21	48489	100	100	100	670	668	704	54	57	15	8	7	10	38	36	52	0	0	23

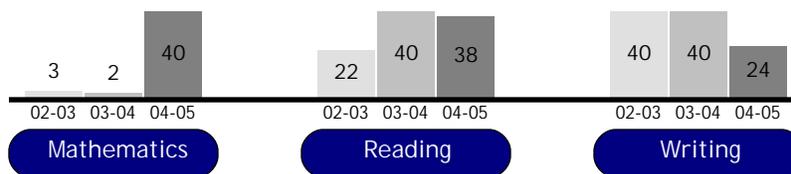
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	91	71311	100	100	100	668	646	694	14	32	7	48	47	21	38	21	63	0	0	9
All Students (Prior Year)	53	91	68162	100	100	100	490	480	509	25	41	18	36	31	24	38	26	51	2	2	8
Female	24	49	34899	100	100	100	670	648	700	18	34	5	35	37	19	47	29	66	0	0	10
Male	18	42	36430	100	100	100	667	644	688	8	29	9	67	58	22	25	13	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	17	65	24056	100	100	100	660	635	672	33	44	13	25	42	31	42	15	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	20	20	36841	95	95	99	679	679	713	0	0	3	57	57	12	43	43	72	0	0	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	37	84	63379	100	100	100	668	645	707	12	32	5	52	48	18	36	19	68	0	0	10
Limited English Proficient Students	NC	33	6402	NC	100	100	NC	623	596	NC	53	25	NC	43	44	NC	3	30	NC	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	13	58	22243	62	100	93	668	635	677	29	41	14	14	44	32	57	15	51	0	0	3
Non-Economically Disadvantaged	29	33	49157	100	100	100	669	665	702	9	16	4	59	52	16	32	32	69	0	0	11

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	42	89	70868	100	100	100	649	624	688	14	38	5	62	49	23	24	13	63	0	0	9
All Students (Prior Year)	50	89	67629	100	100	100	485	450	524	44	60	22	16	12	16	40	28	59	0	0	3
Female	24	48	34710	100	100	99	645	627	697	18	33	3	53	48	19	29	18	66	0	0	12
Male	18	41	36176	100	100	100	653	621	678	8	43	7	75	50	27	17	7	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	17	63	23868	100	100	100	629	609	670	33	53	9	50	40	33	17	7	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	20	20	36710	95	95	99	665	665	702	0	0	2	64	64	15	36	36	69	0	0	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	37	82	63054	100	100	99	645	621	701	16	41	3	64	49	20	20	10	67	0	0	10
Limited English Proficient Students	NC	31	6308	NC	100	100	NC	593	591	NC	64	19	NC	36	47	NC	0	33	NC	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	13	56	21994	62	100	92	659	614	673	14	50	10	57	42	36	29	8	52	0	0	3
Non-Economically Disadvantaged	29	33	48960	100	100	100	645	640	694	14	20	3	64	60	18	23	20	67	0	0	12

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)

10th 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?	Not Evaluated
	Met Graduation Rate?	Y
	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
9	Reading	100	41	18	41	--	--	NA	42	100	45	38	51
	Language	100	33	15	42	--	--	15	42	100	40	35	50
	Mathematics	100	54	33	60	--	--	31	63	100	37	36	50

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

Council Duties

- Ü Attendance/Truancy
- Ü Character Education
- Ü Long Range Planning
- Ü NCLB/Title I Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	6.00
Other Professional Staff	1.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
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	0%

Resources Available at School Site

Special Facilities

- Ü 100 Student Computer Workstations & ITV
- Ü Local business - Service Projects
- Ü Brown Cyn Ranch--Project-Based Learning
- Ü Ft. Huachuca & Cochise College & USFS

Extracurricular Activities

- Ü Student Council
- Ü Brown Canyon Ranch Partnership
- Ü Student Yearbook Committee
- Ü GLOBE Research Project
- Ü Youth Council Representative
- Ü Field Trips
- Ü Computer Olympics
- Ü Character Education Council

Social Services

- Ü Job Placement (w/Interagency Support)
- Ü Special Education Services
- Ü Health & Social Services Referrals
- Ü Crisis Intervention/Counselling
- Ü Independent Study Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü During the last 2 years, CAS High School has had 2 winners in the Creative Communication, Inc--'Your Student Writing Contest' poetry contest, and their poems will be published in the anthology 'A Celebration of Young Poets'.
- ü Our Brown Canyon Ranch project received regional and national recognition as recipients of 'Windows on the Past' Award for historic preservation in 2003-2004. Science students worked with the U.S. Forest Service and Coronado Forest professionals.
- ü CAS science teacher, John Kugler, was selected through the County Superintendent's office as Cochise County High School 'Teacher of the Year.'
- ü Brown Canyon Ranch received the 2005 Cochise County Outstanding Project Award.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Transfers Out Rates ⁵	47	12	12	17
Transfers In Rate ⁶	81	28	28	37
Stability Rate ⁷	52	87	87	82
Promotion Rate ⁸	28	96	95	81
Retention Rate ⁹	8	1	1	3
Dropout Rate ¹⁰	39	0	1	6
Status Unknown ¹¹	28	0	1	4
Graduation Rate ¹²	100	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

CAS has high expectations for students and for staff. We require a safe and orderly environment that is conducive to learning. Students learn through behavior modeled by teachers, counselors, and administrators. Character Education is integrated throughout the curriculum. Fire and other crisis plan drills are practiced regularly to ensure an orderly response to any emergency. Smoking, drugs, fighting, and/or intimidation are absolutely not tolerated, thus, our low incidence number.

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	Doris Tolbert -- Board President	(520) 458-4200
Transportation Policy	Victorio Gutierrez	(520) 458-4200
Community Resources	Guadalupe Vallejo	(520) 458-4200
School Nutrition Programs	Marcela Mungia	(520) 364-2616
Parent Organization	Jacqui Clay	(520) 458-4200
Student Health/Nurse	Lina Castro and Gary Brown	(480) 458-4200

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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** 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.