

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

601 North 3rd Avenue, Thatcher, AZ 85552

Thatcher 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

High School 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	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 : Mr. Paul Nelson
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 426
 Web Address : thatcherud.k12.az.us
 Phone Number : (928) 348-7272
 Fax Number : (928) 428-7273
 E-mail : pnelson@thatcherud.k12.az.us

Mission

To establish a coordinated technical, aesthetic and academic program based on the needs, interests, talents, uniqueness and abilities of each student. Through this program we will assist students in developing ethical, moral and civic values.

School / Academic Goals

- ü Enhanced academic goals by the addition of upper-level dual credit courses in English 101-102, College Algebra/Trigonometry, U.S. History, in conjunction with the local junior college.
- ü Continued participation with the regional Tech Prep Consortium to provide workplace experiences for students and articulated credit through Eastern Arizona College. Cooperation with GIFT to offer additional Career and Technical Education courses.
- ü All students will demonstrate mastery of basic mathematics skills. The purpose of this target area is to help the students at THS become more proficient with basic mathematics.
- ü All students will be able to demonstrate competence in the general skills and strategies of the writing process, and use grammatical and mechanical conventions in written compositions to demonstrate competence in all aspects of writing.

Enrollment

October 1, 2004 School Year Student Enrollment : 394
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 47

Instructional Programs

- Ü Basic/General Education
- Ü Tech Prep
- Ü Gifted
- Ü College Prep/On-site Dual Credit Courses
- Ü Fundamentals Recovery Program (FRP)
- Ü GIFT-Gila Institute for Technology - Voc

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 6 minutes
First Day of School :	8/10/2005
Last Day of School :	5/19/2006

Shared Responsibilities

School

We provide information to parents by automated calling and mail. Newsletters issued quarterly. Guidelines are available in the Student Agenda given to students and parents. An atmosphere conducive to learning and character development, is provided.

Parents

Parents are expected to encourage regular attendance; provide adequate study space; monitor homework & reports of grades earned; learn & adhere to school policies, procedures & guidelines; participate in school events, and provide basic necessities.

Transportation Policy

Transportation is a privilege for students & is not a requirement except for transportation of students with disabilities. Reasonable effort is made to eliminate hazards that might affect the safety & welfare of students. District complies with ARS.

School Honors

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

Award/Honor	Year
Ü AIA Don F. Stone Award for Excellence	2003
Ü AIA Don F. Stone Award for Excellence	2002
Ü AIA Don F. Stone Award for Excellence	2000
Ü AIA BLUE CUP receipt for Academics/Activities/C. Ed.	2005

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	100	100	69846	100	100	100	703	703	699	20	20	21	9	9	11	58	58	49	13	13	18
All Students (Prior Year)	115	115	65934	100	100	100	498	498	492	37	37	43	22	22	18	23	23	24	19	19	15
Female	45	45	34328	100	100	99	700	700	702	19	19	19	9	9	12	67	67	51	5	5	18
Male	55	55	35509	100	100	100	706	706	696	21	21	23	9	9	11	51	51	48	19	19	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	13	13	23363	100	100	100	676	676	680	31	31	32	23	23	16	46	46	45	0	0	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	85	85	36421	100	100	99	709	709	714	16	16	12	7	7	8	62	62	54	15	15	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	93	93	62220	100	100	99	708	708	712	15	15	16	10	10	11	62	62	53	13	13	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	40	40	21421	100	100	92	693	693	686	30	30	35	14	14	15	43	43	43	14	14	7
Non-Economically Disadvantaged	60	60	48489	100	100	100	709	709	704	14	14	15	7	7	10	68	68	52	12	12	23

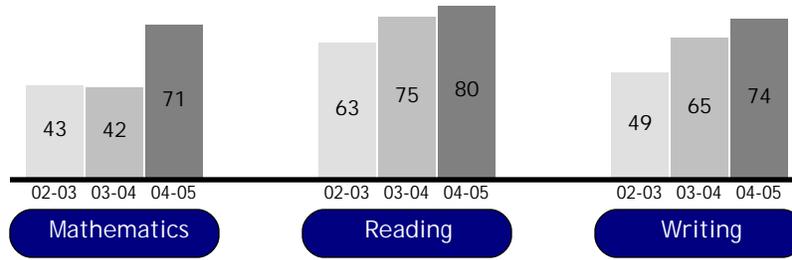
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	100	71311	100	100	100	709	709	694	6	6	7	14	14	21	72	72	63	8	8	9
All Students (Prior Year)	120	120	68162	100	100	100	522	522	509	10	10	18	15	15	24	64	64	51	11	11	8
Female	46	46	34899	100	100	100	713	713	700	5	5	5	12	12	19	77	77	66	7	7	10
Male	54	54	36430	100	100	100	706	706	688	8	8	9	15	15	22	68	68	61	9	9	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	14	14	24056	93	93	100	670	670	672	23	23	13	31	31	31	46	46	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	84	84	36841	100	100	99	718	718	713	1	1	3	11	11	12	78	78	72	10	10	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	92	92	63379	99	100	100	715	715	707	2	2	5	13	13	18	76	76	68	9	9	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	37	37	22243	93	95	93	698	698	677	6	6	14	25	25	32	61	61	51	8	8	3
Non-Economically Disadvantaged	63	63	49157	100	100	100	716	716	702	7	7	4	7	7	16	78	78	69	8	8	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	99	99	70868	99	100	100	691	691	688	4	4	5	21	21	23	68	68	63	6	6	9
All Students (Prior Year)	120	120	67629	100	100	100	520	520	524	13	13	22	22	22	16	65	65	59	0	0	3
Female	46	46	34710	100	100	99	703	703	697	2	2	3	9	9	19	84	84	66	5	5	12
Male	53	53	36176	98	100	100	682	682	678	6	6	7	31	31	27	56	56	59	8	8	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	14	14	23868	93	93	100	651	651	670	15	15	9	46	46	33	38	38	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	84	84	36710	100	100	99	698	698	702	2	2	2	16	16	15	74	74	69	7	7	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	92	92	63054	99	100	99	697	697	701	2	2	3	19	19	20	72	72	67	7	7	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	38	38	21994	95	97	92	682	682	673	5	5	10	27	27	36	65	65	52	3	3	3
Non-Economically Disadvantaged	61	61	48960	100	100	100	697	697	694	3	3	3	17	17	18	71	71	67	9	9	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.

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?	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	47	47	41	100	48	NA	42	98	60	60	51
	Language	99	45	45	42	100	43	43	42	98	60	60	50
	Mathematics	99	63	63	60	100	68	68	63	98	59	59	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)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Curriculum Review/Scheduling
- Ü School Accreditation Processes
- Ü Parent/Educator Relations
- Ü Fees/Expenses
- Ü Extracurricular Activities
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.80	Teacher	21.60
Other Professional Staff	1.20	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	85
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Computer Labs/CADD Drafting (High Tech)
- Ü Industrial Arts Shop
- Ü Library
- Ü Fast Food facility ran by Students

Extracurricular Activities

- Ü Student Council
- Ü FBLA Program
- Ü National Honor Society
- Ü GIFT Program-Gila Institute for Tech.
- Ü Academic Team (Knowledge Bowl)
- Ü Alternative Ed. Options On line
- Ü Full Sports Program

Social Services

- Ü Fundamentals Recovery Program
- Ü RCY-Reconnecting Youth program
- Ü SEABUS
- Ü Counseling Services
- Ü Crisis Intervention Team

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Current North Central Association targeted area for improvement is showing improvement. The first target area is Math involving all students. Goal is that all students will demonstrate mastery of basic mathematics skills.
- ü Target Area, All students will be able to demonstrate competence in the general skills and strategies of the writing process, and use grammatical and mechanical conventions in written compositions to demonstrate competence in all aspects of writing
- ü NCA Target area: Sense of Self: Ethics, Character, Surviving High School. We are progressing in this area as we teach the Character Education program offered to the schools by the Arizona Interscholastic Association. This involves the six pillars.
- ü This past year Thatcher high School was recipient of the Arizona Interscholastic Association Blue Cup Award for the 2004-2005 school year. The year award is for outstanding Academics, Activities and Character education programs.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	98	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

School personnel aware of the crisis management plan. Harrassment resolution of all types is being taught to students. The school resource officer is assigned to interact with the students & teaches drug prevention & awariness of all types of issues effecting students. Character Education involving the principles of integrity, respect, honesty, trustworthness, caring and fairness is scheduled monthly. Advising sessions for all students is scheduled monthly to assure adult awariness of student progress.

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	James Palmer	(928) 428-6180
Transportation Policy	Mike Ajeman	(928) 348-7279
Community Resources	Paul Nelson	(928) 348-7271
School Nutrition Programs	Mel Taylor	(928) 348-7211
Parent Organization	PTO	(928) 348-7200
Student Health/Nurse	Linda Smith	(928) 348-7212

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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** 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.