



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6615 E. Cholla St., Scottsdale, AZ 85254

Scottsdale 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	Excelling
2003-04	Excelling
2002-03	Excelling

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

School Overview

Principal/Administrator : Dr. Tere Peterson
 Schedule : 07:00 AM to 05:00 PM
 Grades : 6-8
 2005 Enrollment : 1092
 Web Address : www.susd.org/schools/middle/Cocopah
 Phone Number : (480) 484-4400
 Fax Number : (480) 484-4401
 E-mail : tpeterson@susd.org

Mission

Cocopah's mission is to develop respectful, responsible and resilient young adults who can adapt to an ever-changing world. Our learning community will provide the academic, technological and inter-personal skills needed to achieve individual goals.

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 / Academic Goals

- Û Implement and evaluate instructional strategies which result in academic excellence (targeting math, language arts and writing) and meet individual, diversified needs.
- Û Implement and evaluate programs on our campus (including Character Counts and SST process) that ensure a safe, respectful environment in which to increase learning.
- Û Create, implement and evaluate our newly developed Character and Leadership through the reading and writing process class. This class promotes leadership and service learning through Covey's leadership principles.
- Û Promote an increase in reading and writing across the curriculum through diverse opportunities such as clubs and classes that focus upon journalism, Great Books, reading mastery, and Battle of the Books.

Enrollment

October 1, 2004 School Year Student Enrollment : 1079
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 74

Instructional Programs

- Ü Advanced Placement for Math
- Ü Gifted Programs
- Ü On-site Special Education
- Ü ELL
- Ü Character Education
- Ü Leadership
- Ü Science Investigations
- Ü PACT

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Cocopah provides a nurturing, safe environment which houses a rigorous curriculum delivered by highly qualified staff members and supported by committed parents and an involved community that continually monitors student achievement outcomes and safety issues and addresses these identified areas through programs and activities that increase and improve these outcomes.

Parents

Parents are urged to be advocates of learning by supporting school policies, playing an active part in their child's educational experiences and openly communicating with the staff and administration in a positive, constructive manner. Parents play an active role on our School Site Council, Correlate Committees and APT.

Transportation Policy

Transportation is provided for students who live more than 1 mile from school and to all special education students. Safety is our primary concern. All buses are well maintained and bus evacuation drills are conducted on a regular basis.

School Honors

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

Award/Honor	Year
Ü Science Olympiad - Spirit Award	2002
Ü Beyond Battle of the Books	2004
Ü Superior With Distinction to Bands	2004
Ü Gold Crown Award for Journalism Excellence (Columbia U)	2002

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	375	2263	78250	99	100	99	593	577	548	4	11	21	8	11	18	56	54	48	33	24	13
All Students (Prior Year)	386	2214	75001	99	99	99	501	486	468	13	23	37	34	37	36	32	23	16	21	17	10
Female	193	1134	38071	100	100	99	591	579	549	3	9	20	10	11	19	57	56	49	30	24	12
Male	182	1129	40126	98	100	99	595	575	547	4	13	23	6	10	17	54	53	46	36	24	14
African American	NC	60	4058	NC	95	99	NC	522	523	NC	36	32	NC	22	22	NC	36	41	NC	6	5
Hispanic	14	275	29129	100	100	99	542	534	527	14	31	32	7	21	23	50	40	40	29	7	6
Asian/Pacific Islander	14	69	1747	100	100	100	626	599	589	0	11	9	8	2	9	38	52	50	54	36	32
American Indian/Alaskan Native	--	26	4996	--	93	100	--	533	518	--	41	36	--	23	25	--	23	36	--	14	4
White	343	1833	38320	99	100	99	594	584	568	3	7	12	8	9	14	57	57	55	32	26	19
Students with Disabilities	19	182	9329	100	100	100	508	474	454	33	57	64	17	17	18	44	24	16	6	2	2
Students without Disabilities	357	2082	68996	99	100	99	597	586	561	2	7	16	7	10	18	56	57	52	34	26	14
Limited English Proficient Students	NC	129	10133	NC	100	100	NC	491	488	NC	42	45	NC	22	25	NC	34	28	NC	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	18	345	33388	95	93	94	563	532	530	0	32	32	21	22	22	64	40	40	14	6	5
Non-Economically Disadvantaged	358	1919	44937	100	100	100	594	584	561	4	8	13	7	9	15	55	56	54	34	27	18

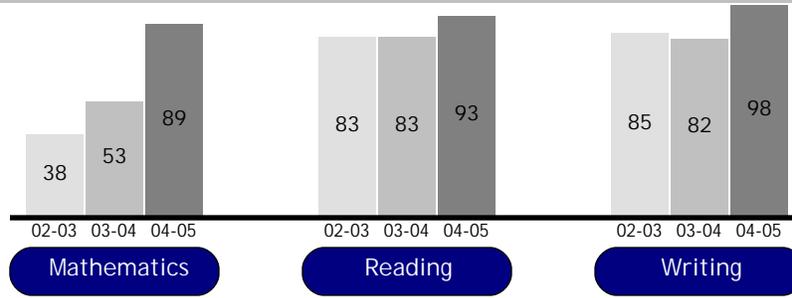
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	377	2268	78302	100	0	99	561	543	512	1	5	11	5	12	25	73	69	57	20	14	7
All Students (Prior Year)	384	2212	74918	99	99	99	531	519	497	8	17	32	8	13	19	52	43	35	31	27	15
Female	193	1134	38082	100	0	99	562	549	518	1	3	8	5	10	24	74	71	61	20	16	7
Male	184	1133	40166	99	0	99	559	536	507	2	6	14	6	14	26	73	67	54	20	13	6
African American	NC	60	4064	NC	0	100	NC	508	498	NC	8	14	NC	28	29	NC	56	54	NC	8	3
Hispanic	14	275	29152	100	0	99	495	502	492	7	18	17	21	29	34	57	47	46	14	5	2
Asian/Pacific Islander	14	69	1746	100	0	100	579	562	542	0	5	5	0	9	13	62	63	66	38	23	16
American Indian/Alaskan Native	--	26	4993	--	0	100	--	512	484	--	14	19	--	32	38	--	55	42	--	0	1
White	345	1838	38347	99	0	99	563	549	531	1	3	5	5	9	17	74	73	68	20	15	10
Students with Disabilities	19	183	9353	100	0	100	482	448	429	28	33	40	22	34	38	39	30	22	11	2	1
Students without Disabilities	359	2086	69024	100	0	99	565	551	524	0	2	7	4	10	23	75	72	62	20	15	7
Limited English Proficient Students	NC	129	10140	NC	0	100	NC	456	451	NC	30	28	NC	34	43	NC	34	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	19	346	33398	100	0	94	525	506	495	0	16	18	33	29	35	60	52	46	7	3	2
Non-Economically Disadvantaged	359	1923	44979	100	0	100	562	549	525	1	3	6	4	9	18	74	72	66	20	16	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	375	2258	78094	99	100	99	603	575	545	1	1	3	1	10	18	89	84	77	9	4	2
All Students (Prior Year)	381	2201	74503	98	99	99	537	522	491	2	6	9	16	24	32	67	54	51	15	15	8
Female	193	1131	38025	100	99	99	609	588	558	0	1	2	1	6	13	87	88	82	13	6	2
Male	182	1126	40013	98	100	99	597	562	534	1	2	5	2	14	23	91	81	71	6	3	1
African American	NC	59	4037	NC	94	99	NC	534	532	NC	2	4	NC	29	22	NC	69	73	NC	0	1
Hispanic	14	275	29068	100	100	99	560	532	523	7	6	5	0	28	27	71	65	67	21	1	1
Asian/Pacific Islander	14	69	1743	100	100	100	635	596	577	0	2	2	0	5	9	69	81	82	31	13	8
American Indian/Alaskan Native	--	26	4981	--	93	100	--	543	526	--	0	4	--	18	25	--	82	70	--	0	0
White	343	1829	38265	99	99	99	604	582	564	0	1	2	1	7	11	90	88	84	8	4	3
Students with Disabilities	18	178	9275	100	100	100	529	475	444	6	9	14	18	41	46	76	49	39	0	0	1
Students without Disabilities	358	2081	68892	99	99	98	607	583	559	0	1	2	0	7	14	90	87	82	10	5	2
Limited English Proficient Students	NC	128	10084	NC	100	100	NC	483	474	NC	11	10	NC	37	39	NC	53	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	18	344	33296	95	92	94	585	534	527	0	5	5	0	30	27	100	64	67	0	1	0
Non-Economically Disadvantaged	358	1915	44871	100	100	100	604	582	559	1	1	2	1	7	12	88	88	84	10	5	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	85	72	53	100	81	NA	56	98	71	64	51
	Language	100	81	67	45	100	74	64	48	98	72	63	47
	Mathematics	100	88	78	62	100	86	78	66	98	74	66	52
7	Reading	100	79	70	51	100	82	NA	54	99	69	63	50
	Language	100	85	75	54	100	86	78	58	99	73	67	52
	Mathematics	100	83	74	58	100	84	76	62	99	68	61	50
8	Reading	99	81	71	53	99	78	NA	55	100	74	65	51
	Language	99	83	70	49	99	81	71	52	100	73	64	50
	Mathematics	99	82	72	58	99	80	74	61	99	73	65	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum/Instruction
- Ü School Improvement Plan
- Ü Parent/Educator/Community Relations
- Ü Budget
- Ü Facility Standards/Construction
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	54.00
Other Professional Staff	7.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	5	2	0	0
7 to 9 years	2	3	0	0
10 or more years	5	27	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	247
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 State-of-the-Art Media Center
- Ü Computer Labs
- Ü Gym Facility
- Ü Baseball and Soccer Fields

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Science Olympiad
- Ü Yearbook/Newspaper
- Ü Band, Chorus, and Orchestra
- Ü Baseball/Softball/Volleyball/Basketball
- Ü Coed Soccer
- Ü WEB

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü Crisis Intervention
- Ü Character Counts
- Ü SST
- Ü M-Team
- Ü Student Groups
- Ü Principal's Advisory Group

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Cocopah continues to rank high at district, state and national levels on standardized tests. Designated a 2004-05 excelling school. Academic excellence is demonstrated by over 35% of student population attaining a 3.5 GPA.

- ü Cocopah's staff met their goals for the 2004-2005 School Improvement Plan. Student achievement improved, harassment decreased, the use of technology across disciplines significantly increased and a strong staff development component was incorporated.

- ü Cocopah's band and Chorus continues to receive high accolades with outstanding performances in Arizona and California.

- ü The mustang sport's teams continually rank among the top competitors winning a number of league championships.

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	5	12	12	17
Transfers In Rate ⁶	9	28	28	37
Stability Rate ⁷	94	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

Safety and respect continue to be a high priority. The Character Counts program is used in conjunction with our discipline plan to create a positive school climate. Our motto respect, responsibility and resiliency set the tone. A new 6th grade orientation program is in place (WEB), as well as, a new elective (LCRW) Leadership and Character through the reading and writing process. This elective focuses on Covey's seven principles of leadership. It incorporates a peer mentoring and mediation model.

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) :

18

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	Tere Peterson	(480) 484-4400
Transportation Policy	Steve Salcito	(480) 484-4400
Community Resources	Tere Peterson	(480) 484-4400
School Nutrition Programs	Tere Peterson	(480) 484-4400
Parent Organization	Julia Lebling	(480) 484-4400
Student Health/Nurse	Ethel Corely	(520) 484-4400

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 25 Copies = \$10.00

** 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.