

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

545 N. Camino Seco, Tucson, AZ 85710

Tucson 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	Excelling
2003-04	Highly 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. Sam A. Giangardella III
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 1981
 Web Address : edweb.tusd.k12.az.us/Sahuaro/index2.htm
 Phone Number : (520) 731-7100
 Fax Number : (520) 731-7101
 E-mail : sam.giangardella@tusd.k12.az.us

Mission

Believing every child has a right to an education, Sahuaro High School provides an educationally sound environment which is safe and well-maintained. We are dedicated to motivate all students to attain the highest levels of academic proficiency.

School / Academic Goals

- ü Students will utilize A.M. conference periods to enhance learning opportunities and increase overall student achievement.
- ü Teachers will attend Wednesday inservice meetings to enhance professional growth opportunities and increase teaching and learning.
- ü Raise achievement scores in the areas of Writing, Reading and Math. Sahuaro has dramatically increased the number of students who have passed the AIMS; we continue to work to increase this success. Achievement on the SAT and ACT are also a focus.
- ü We have a goal to insure that our students are academically as well as skill-wise to be a productive member of our global society. We dedicate time and resources to the effort necessary to aide students in being successful in these areas.

Enrollment

October 1, 2004 School Year Student Enrollment : 1926
 Accepting New Students in 2005-06 Under Open Enrollment Law :² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 284

Instructional Programs

- Ü Regular Comprehensive Curriculum
- Ü College Preparatory Curriculum
- Ü Advanced Placement Program
- Ü Honors Program
- Ü On-Site Special Education
- Ü Broad Vocational Education Program
- Ü Comprehensive Fine Arts Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Sahuaro faculty and staff are committed to maintaining open and good communication with our students' parents. Parent newsletters and progress reports are distributed on a regular basis. Semester parental conferences are also provided for support.

Parents

Sahuaro High School asks that parents keep themselves informed of their student's progress in school. We ask that they support their children in doing assigned homework. Sahuaro High School communicates high expectations to our students and set expectations for appropriate behavior in the school environment. We ask that our parents reinforce the expectation that students will work hard to achieve academic success and that they encourage their children to be positive citizens at school.

Transportation Policy

Transportation will be provided for students whose home school is Sahuaro high School and who live more than three miles from Sahuaro, as well as for students involved in our Special Education Program. Open enrollment students must provide their own transportation. Students involved in activities must travel by TUSD district accommodations or provide parent approved documentation regarding alternative forms of travel.

School Honors

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

Award/Honor	Year
Ü Continues a rich tradition in Mock Trial	2005
Ü Scholarships/Awards - \$1.5Million	2005
Ü Chicago Art Institute Summer Scholarship-art teacher	2004
Ü Circle K Teacher of the year nominee	2004

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	426	4134	69846	100	98	100	708	694	699	7	23	21	9	13	11	57	48	49	27	17	18
All Students (Prior Year)	517	4071	65934	98	98	100	507	490	492	21	46	43	21	17	18	37	22	24	21	15	15
Female	221	2050	34328	100	98	99	701	697	702	7	21	19	10	14	12	60	50	51	23	16	18
Male	205	2083	35509	100	97	100	715	691	696	6	24	23	8	12	11	54	46	48	31	18	18
African American	27	268	3535	93	96	100	701	682	677	15	27	31	19	15	15	52	48	46	15	10	8
Hispanic	79	1822	23363	96	97	100	686	678	680	11	33	32	17	17	16	61	44	45	11	7	7
Asian/Pacific Islander	16	132	1742	100	100	99	731	723	733	13	14	8	0	11	7	33	45	46	53	30	38
American Indian/Alaskan Native	NC	122	4785	NC	93	100	NC	659	671	NC	34	39	NC	23	17	NC	39	39	NC	4	5
White	301	1790	36421	100	99	99	712	712	714	5	12	12	7	8	8	58	53	54	31	27	26
Students with Disabilities	52	485	7690	95	97	100	547	578	593	31	62	64	29	16	14	33	20	21	6	1	2
Students without Disabilities	374	3649	62220	100	98	99	731	709	712	3	17	16	6	12	11	61	52	53	30	19	20
Limited English Proficient Students	14	369	5834	100	100	100	265	613	612	13	48	46	38	20	20	38	31	31	13	1	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	52	1384	21421	90	91	92	705	686	686	14	35	35	18	14	15	52	43	43	16	7	7
Non-Economically Disadvantaged	374	2750	48489	100	100	100	708	698	704	6	16	15	8	12	10	58	50	52	28	22	23

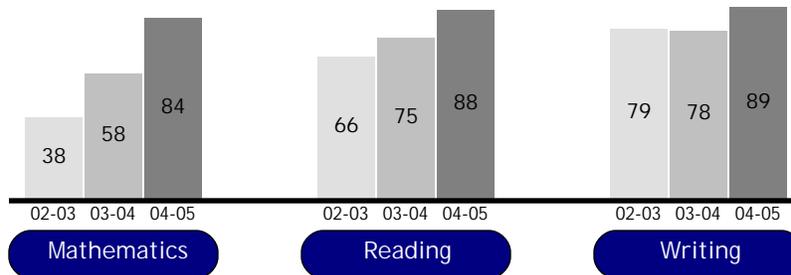
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	434	4182	71311	100	98	100	701	691	694	1	8	7	10	22	21	78	62	63	10	9	9
All Students (Prior Year)	531	4214	68162	98	98	100	527	505	509	7	22	18	17	23	24	63	47	51	12	8	8
Female	227	2058	34899	100	98	100	700	697	700	1	6	5	8	21	19	80	64	66	11	10	10
Male	207	2124	36430	99	97	100	703	685	688	2	10	9	12	22	22	76	60	61	10	8	8
African American	29	267	3573	97	95	100	705	681	676	0	6	9	21	27	26	71	63	60	7	4	4
Hispanic	77	1842	24056	96	97	100	680	671	672	6	12	13	14	31	31	77	53	53	3	3	3
Asian/Pacific Islander	16	133	1731	100	100	98	724	709	717	0	5	3	13	17	13	73	66	68	13	12	16
American Indian/Alaskan Native	NC	130	5110	NC	94	100	NC	652	661	NC	12	14	NC	35	38	NC	51	46	NC	1	2
White	309	1810	36841	100	99	99	705	712	713	0	3	3	8	11	12	79	70	72	13	16	13
Students with Disabilities	54	488	8021	100	95	100	543	571	590	8	28	27	49	44	42	42	28	29	2	1	1
Students without Disabilities	380	3694	63379	100	98	100	725	706	707	0	5	5	4	19	18	84	66	68	12	10	10
Limited English Proficient Students	14	391	6402	100	100	100	252	594	596	0	25	25	44	47	44	50	27	30	6	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	54	1415	22243	89	91	93	694	677	677	2	14	14	27	31	32	69	51	51	2	3	3
Non-Economically Disadvantaged	380	2767	49157	100	100	100	702	698	702	1	4	4	7	17	16	80	67	69	12	12	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	434	4168	70868	100	97	100	695	684	688	1	5	5	9	23	23	80	66	63	9	6	9
All Students (Prior Year)	532	4179	67629	98	97	100	569	523	524	10	22	22	12	16	16	69	59	59	9	3	3
Female	228	2053	34710	100	98	99	696	693	697	2	4	3	7	19	19	80	69	66	12	8	12
Male	206	2115	36176	99	97	100	695	674	678	1	6	7	12	26	27	81	63	59	7	4	7
African American	29	265	3557	97	95	99	708	681	675	0	5	7	18	24	25	75	66	62	7	5	6
Hispanic	77	1839	23868	96	97	100	683	671	670	1	8	9	15	31	33	79	59	55	4	2	4
Asian/Pacific Islander	16	133	1732	100	100	98	715	702	713	0	5	2	7	13	12	87	75	64	7	7	22
American Indian/Alaskan Native	NC	131	5001	NC	95	100	NC	660	661	NC	5	9	NC	30	41	NC	61	48	NC	4	2
White	309	1800	36710	100	98	99	696	697	702	1	2	2	7	16	15	81	72	69	11	10	13
Students with Disabilities	54	481	7900	100	94	100	541	568	580	9	18	22	32	50	49	57	32	28	2	1	1
Students without Disabilities	380	3687	63054	100	98	99	718	698	701	0	3	3	6	20	20	84	70	67	11	7	10
Limited English Proficient Students	14	389	6308	100	100	100	252	594	591	0	19	19	38	44	47	56	37	33	6	0	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	53	1404	21994	87	91	92	694	674	673	2	10	10	22	33	36	70	55	52	6	2	3
Non-Economically Disadvantaged	381	2764	48960	100	100	100	695	688	694	1	2	3	7	18	18	82	71	67	10	8	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	87	47	40	41	92	47	NA	42	97	58	48	51
	Language	91	50	40	42	94	49	37	42	97	55	46	50
	Mathematics	93	68	57	60	93	67	57	63	97	56	46	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)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Establish Goals for the Year
- Ü Provide Direction for Staff Development
- Ü Select a Council Chairperson
- Ü Approve format for selection of staff
- Ü Communicate school vision and mission
- Ü Support efforts around achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	85.00
Other Professional Staff	11.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	7	0	2
4 to 6 years	10	19	0	0
7 to 9 years	1	6	0	0
10 or more years	10	30	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
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 Computer Labs
- Ü Media Studios
- Ü Library

Extracurricular Activities

- Ü Comprehensive Athletic Program
- Ü Honor Society
- Ü Outstanding Fine Arts/Performing Groups
- Ü Mock Trial and Academic Decathlon
- Ü Speech and Debate
- Ü Broad Publications Organizations
- Ü Active Student Government
- Ü Service Saturdays/Service Learning

Social Services

- Ü Counseling Services
- Ü School Resource Officer
- Ü Clothing/Food Banks
- Ü Opportunities for Community Service
- Ü Drop Out Prevention Expert
- Ü African American Educational Support
- Ü Native American Educational Support
- Ü Hispanic Studies Support

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Sahuaro High School improved its AIMS math results with an increase of 20%. Over 88% of our class of 2006 passed the writing assessment with AIMS and Sahuaro saw an increase in students passing the Reading test of over 9%.
- ü Sahuaro continues to have program Service Saturdays. Students, staff, and community members come in on Saturdays and work on physical improvements in the school. The campus is quite beautiful; students enjoy the improvements.
- ü Over 40% percent of Sahuaro's students achieve honor roll status. Nearly 25% of the student body is enrolled in Advanced Placement or Honors courses.
- ü Sahuaro High School continues to have a dropout rate in to less than one percent. .

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	12	12	12	17
Transfers In Rate ⁶	10	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	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

Sahuaro High School programs include Peer Mediation to resolve student conflict. Service Saturdays support safety and reduce suspensions. A School Resource Officer is a positive influence on our campus. Sahuaro has a zero tolerance for violence, weapons, and drugs. We have adopted 'Character Counts' as a path for providing instruction in positive behaviors for our students. The program focuses on six pillars: caring, trustworthiness, respect, fairness, citizenship, and responsibility.

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	Sam Giangardella	(520) 731-7103
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6400
School Nutrition Programs	Pam Palmo	(520) 225-4000
Parent Organization	Audrey Walton	(520) 731-7114
Student Health/Nurse	Emily Honeycutt	(520) 731-7115

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 1981 Copies = \$756.00

** 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.