

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4300 E Sunrise Dr, Tucson, AZ 85718

Catalina Foothills 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 LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

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. Wagner Van Vlack  
 Schedule : 06:45 AM to 03:45 PM  
 Grades : 9-12  
 2005 Enrollment : 1895  
 Web Address : www.cfsd.k12.az.us  
 Phone Number : (520) 577-5090  
 Fax Number : (520) 577-5094  
 E-mail : wvanvlack@cfsd.k12.az.us

### Mission

The mission of Catalina Foothills High school, as a collaborative learning community committed to excellence, is to guarantee that each student demonstrates outstanding academic and personal achievement, graduates, and becomes a contributing member of the global community by engaging students in meaningful and challenging learning experiences within an environment that fosters a passion for learning and personal behavior of the highest standards.

### School / Academic Goals

- ü The school's primary emphasis is academic excellence. One such indicator is that students must earn 70% or higher to pass a course.
- ü Students will demonstrate improvement in the organization of oral and written expression, be expected to demonstrate integrity and are required to participate in service learning, and improve math skills with an emphasis on passing AIMS.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1898  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 53

## Instructional Programs

- Ü Honors Classes
- Ü On-site Special Education
- Ü Advanced Placement
- Ü Alternative Education
- Ü Freshman Assistance Program
- Ü Writing and Math Assistance Programs

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 20 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

CFHS provides an educational environment with high academic standards; diverse co-curricular and extracurricular activities; a safe and personalized school environment; regular communication regarding student progress and a highly qualified staff.

### Parents

Parents and staff are partners in the education of our students. Parental obligation includes providing a physically and psychologically safe home environment; support for student learning; supervising attendance and achievement.

## Transportation Policy

Transportation is provided for all students residing more than one mile from the high school. Transportation is provided to all eligible students prior to the beginning of first period and at dismissal.

## School Honors

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

Award/Honor	Year
Ü AIA Blue Cup Award Top 4A-5A School	2004
Ü 4A AZ Athletic Excellence Award Best School	2005
Ü AIA Tony Komadina Award (best in Women's Athletics)	2004
Ü AIA 4A Hendrickson Award/Top Activity/Athletic Program	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	489	489	69846	99	99	100	749	749	699	2	2	21	3	3	11	46	46	49	49	49	18
All Students (Prior Year)	462	462	65934	98	98	100	532	532	492	7	7	43	10	10	18	35	35	24	47	47	15
Female	240	240	34328	98	98	99	750	750	702	1	1	19	3	3	12	45	45	51	50	50	18
Male	249	249	35509	100	100	100	749	749	696	3	3	23	2	2	11	46	46	48	49	49	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	50	50	23363	98	98	100	724	724	680	2	2	32	7	7	16	52	52	45	39	39	7
Asian/Pacific Islander	42	42	1742	100	100	99	778	778	733	0	0	8	5	5	7	30	30	46	65	65	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	390	390	36421	99	99	99	749	749	714	3	3	12	2	2	8	46	46	54	49	49	26
Students with Disabilities	45	45	7690	98	98	100	687	687	593	16	16	64	11	11	14	64	64	21	9	9	2
Students without Disabilities	444	444	62220	99	99	99	756	756	712	1	1	16	2	2	11	44	44	53	54	54	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	17	17	21421	85	85	92	739	739	686	6	6	35	0	0	15	53	53	43	41	41	7
Non-Economically Disadvantaged	472	472	48489	100	100	100	749	749	704	2	2	15	3	3	10	45	45	52	50	50	23

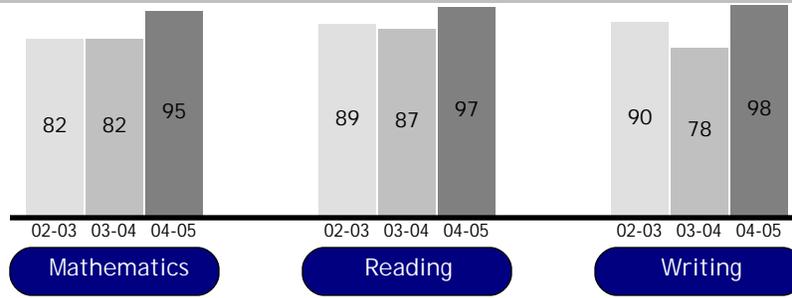
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	485	485	71311	99	99	100	741	741	694	0	0	7	3	3	21	74	74	63	23	23	9
All Students (Prior Year)	462	462	68162	98	98	100	544	544	509	2	2	18	10	10	24	66	66	51	21	21	8
Female	240	240	34899	98	98	100	743	743	700	0	0	5	3	3	19	68	68	66	30	30	10
Male	245	245	36430	99	100	100	739	739	688	0	0	9	4	4	22	80	80	61	16	16	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	49	49	24056	98	100	100	718	718	672	0	0	13	2	2	31	82	82	53	16	16	3
Asian/Pacific Islander	41	41	1731	100	100	98	742	742	717	0	0	3	5	5	13	68	68	68	28	28	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	387	387	36841	99	99	99	744	744	713	0	0	3	3	3	12	73	73	72	24	24	13
Students with Disabilities	45	45	8021	98	100	100	690	690	590	0	0	27	16	16	42	80	80	29	4	4	1
Students without Disabilities	440	440	63379	99	99	100	746	746	707	0	0	5	2	2	18	73	73	68	25	25	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	17	17	22243	85	85	93	742	742	677	0	0	14	6	6	32	71	71	51	24	24	3
Non-Economically Disadvantaged	468	468	49157	99	100	100	741	741	702	0	0	4	3	3	16	74	74	69	23	23	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	487	487	70868	99	99	100	735	735	688	0	0	5	2	2	23	69	69	63	29	29	9
All Students (Prior Year)	464	464	67629	98	98	100	574	574	524	8	8	22	14	14	16	68	68	59	10	10	3
Female	242	242	34710	99	99	99	739	739	697	0	0	3	2	2	19	63	63	66	35	35	12
Male	245	245	36176	99	100	100	730	730	678	0	0	7	3	3	27	74	74	59	23	23	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	49	49	23868	98	100	100	712	712	670	0	0	9	4	4	33	71	71	55	24	24	4
Asian/Pacific Islander	41	41	1732	100	100	98	743	743	713	0	0	2	8	8	12	40	40	64	53	53	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	389	389	36710	99	99	99	737	737	702	0	0	2	2	2	15	71	71	69	28	28	13
Students with Disabilities	45	45	7900	98	100	100	704	704	580	0	0	22	7	7	49	76	76	28	18	18	1
Students without Disabilities	442	442	63054	99	99	99	738	738	701	0	0	3	2	2	20	68	68	67	30	30	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	17	17	21994	85	85	92	738	738	673	0	0	10	0	0	36	59	59	52	41	41	3
Non-Economically Disadvantaged	470	470	48960	100	100	100	735	735	694	0	0	3	2	2	18	69	69	67	29	29	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	94	69	69	41	92	71	NA	42	95	75	75	51
	Language	98	67	67	42	94	70	70	42	95	73	73	50
	Mathematics	96	88	88	60	94	90	90	63	92	75	75	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/](http://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)
- 4 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 5 Student(s)

Council Duties

- Ü Reviewing/Monitoring School Improv. Plan
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Report to Community
- Ü Survey: Parents/Students/Staff/Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	86.50
Other Professional Staff	8.60	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	10	0	0
4 to 6 years	6	15	0	0
7 to 9 years	3	15	2	0
10 or more years	10	30	1	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	416
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 5 Networked Comp. Labs/1 Multimedia Lab
- Ü State/Art Theatre for Stage Performances

Extracurricular Activities

- Ü Community Schools Adult/Student Educ.
- Ü Athletics
- Ü Performing Arts
- Ü School Publications
- Ü Numerous Clubs

Social Services

- Ü Community Schools (Continuing Education)
- Ü Counseling; In Balance Support Group
- Ü Health Services
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü SAT 04-05 363 Students Tested. Average Verbal 569; Average Math 586. 117 students took the ACT exams 2004-05. Results of the tests indicate means of: English 25.4; Math 25.8; Reading 25.9; Science Reasoning 24.5; Composite 25.5.
  
- ü AIMS: Out of 419 schools, (District & Charter) CFHS 10th graders ranked 8th in Math, or in the top 2%, in Reading, CFHS ranked 9th, or in the top 2%; in Writing, CFHS ranked 5th, or in the top 1%.
  
- ü Terra Nova 2005 Mean NCE  
 Reading Total 67.8 8th  
 Math Total 68.1 5th  
 Language Total 67.1 6th
  
- ü May 05: 307 students took 538 Advanced Placement Tests:  
 30% = Grade 5. 31% = Grade 4.  
 29% = Grade 3. 9% = Grade 2.  
 1% = Grade 1.
  
- We had 8 National Merit Scholarship Finalists.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rate <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	7	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	92	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

The Crisis Plan for CFHS has been revised with the assistance of law enforcement officials. We have added a school resource officer to our staff. Our security team formed a bicycle patrol on campus to increase visibility and span of coverage.

CFHS hosted a multi-agency emergency response drill during the summer to rehearse our crisis management plan.

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) :

15

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	Kathy Spreiser	(520) 577-5090
Transportation Policy	Sandra Thompson	(520) 299-6446
Community Resources	Joan Marrs	(520) 577-5304
School Nutrition Programs	Sandra Thompson	(520) 299-6446
Parent Organization	Kathy Spreiser	(520) 577-5090
Student Health/Nurse	P. Moore/K. Benson	(520) 577-5090

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](http://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](http://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](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* 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.