

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

350 W Sahuarita Rd, Sahuarita, AZ 85629

Sahuarita 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	Highly 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 <sup>(b)</sup>

2004-05	Met
2003-04	Not Met
2002-03	Not Met

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

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

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

### School Overview

Principal/Administrator : Mr. Larry McKee Jr  
 Schedule : 07:15 AM to 04:15 PM  
 Grades : 9-12  
 2005 Enrollment : 1159  
 Web Address : www.sahuarita.k12.az.us  
 Phone Number : (520) 625-3502  
 Fax Number : (520) 399-1223  
 E-mail : lmckee@sahuarita.k12.az.us

### Mission

Sahuarita High School is dedicated to helping our students find ways to become life-long learners who are responsible members of a multicultural society. The students, staff and community will work together to provide a learning experience that emphasizes integration of subject matter, personal responsibility and mutual respect in a climate that reflects excitement about learning.

### School / Academic Goals

- ü In line with the State of Arizona's Annual Yearly Progress (AYP) Sahuarita High School will have an attendance rate of 95 percent or greater, and lower its drop out rate to less than 3 percent.
- ü Staff to concentrate on raising AIMS writing skills. The 6 trait rubric will be implemented on all writing across the curriculum. Additionally students will be introduced to the prompt questioning technique employed on this year's AIMS writing test.
- ü To successfully implement a collaborative plan for high school reform, i.e. Breaking Ranks.
- ü The Sahuarita administration and faculty will continue to align and develop a curriculum map and focus lessons as they relate to Arizona State Standards in all disciplines. Interdisciplinary themes will be developed.

### Enrollment

October 1, 2004 School Year Student Enrollment : 943  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 130

Instructional Programs

- ü Honors/Advanced Placement Classes
- ü ELL
- ü Career and Technical Education
- ü Concurrent Enrollment Classes with PCC
- ü Naval Jr. ROTC
- ü On-site Exceptional Education Program
- ü Title I programs
- ü Instrumental and Vocal Music

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 42 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are responsible for providing a safe environment which is conducive to learning, a basic education grounded in the state standards, and the opportunity for students to go beyond a basic education into college preparation and career and technical education programs.

Parents

To participate in their child's education by supporting and attending school activities; participating in parent conferences; contacting the school with questions or concerns and cooperating with us to improve student behavior and attendance.

Transportation Policy

Sahuarita Unified School District #30 covers 607 square miles. We transport 3500 students per day. We have 40 bus routes and average 3100 miles per day. We have 50 pieces of equipment.

School Honors

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

Award/Honor	Year
ü State 3A baseball champions	2005
ü Naval Academy appointment	2004
ü National Merit semi-finalist	2002
ü \$895,000 in Scholarships to Class of 2005	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	248	248	69846	100	100	100	700	700	699	17	17	21	11	11	11	59	59	49	14	14	18
All Students (Prior Year)	189	189	65934	89	89	100	495	495	492	36	36	43	22	22	18	29	29	24	13	13	15
Female	106	106	34328	100	100	99	703	703	702	13	13	19	13	13	12	57	57	51	18	18	18
Male	143	143	35509	100	100	100	698	698	696	19	19	23	10	10	11	60	60	48	11	11	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	108	108	23363	100	100	100	684	684	680	22	22	32	11	11	16	57	57	45	11	11	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	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	128	128	36421	98	98	99	714	714	714	13	13	12	10	10	8	58	58	54	18	18	26
Students with Disabilities	33	33	7690	100	100	100	606	606	593	77	77	64	19	19	14	3	3	21	0	0	2
Students without Disabilities	216	216	62220	100	100	99	715	715	712	7	7	16	10	10	11	67	67	53	16	16	20
Limited English Proficient Students	13	13	5834	100	100	100	615	615	612	24	24	46	12	12	20	59	59	31	6	6	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	88	88	21421	98	98	92	701	701	686	19	19	35	10	10	15	60	60	43	11	11	7
Non-Economically Disadvantaged	161	161	48489	100	100	100	700	700	704	16	16	15	11	11	10	57	57	52	16	16	23

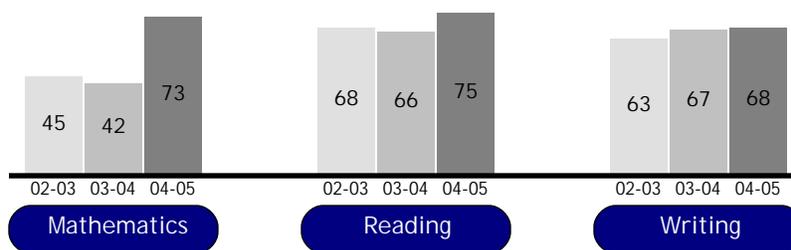
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	251	251	71311	100	100	100	700	700	694	7	7	7	18	18	21	64	64	63	11	11	9
All Students (Prior Year)	200	200	68162	92	92	100	516	516	509	12	12	18	21	21	24	56	56	51	10	10	8
Female	107	107	34899	100	100	100	704	704	700	4	4	5	16	16	19	68	68	66	11	11	10
Male	144	144	36430	100	100	100	698	698	688	8	8	9	19	19	22	61	61	61	11	11	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	109	109	24056	100	100	100	682	682	672	11	11	13	21	21	31	59	59	53	10	10	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	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	130	130	36841	100	100	99	716	716	713	4	4	3	16	16	12	66	66	72	14	14	13
Students with Disabilities	38	38	8021	100	100	100	597	597	590	41	41	27	47	47	42	12	12	29	0	0	1
Students without Disabilities	214	214	63379	100	100	100	718	718	707	1	1	5	13	13	18	73	73	68	13	13	10
Limited English Proficient Students	12	12	6402	100	100	100	640	640	596	0	0	25	38	38	44	19	19	30	44	44	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	83	83	22243	88	88	93	701	701	677	8	8	14	21	21	32	61	61	51	11	11	3
Non-Economically Disadvantaged	169	169	49157	100	100	100	699	699	702	6	6	4	17	17	16	66	66	69	11	11	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	250	250	70868	100	100	100	684	684	688	7	7	5	24	24	23	60	60	63	8	8	9
All Students (Prior Year)	198	198	67629	91	91	100	539	539	524	13	13	22	20	20	16	65	65	59	2	2	3
Female	106	106	34710	100	100	99	692	692	697	7	7	3	18	18	19	64	64	66	11	11	12
Male	144	144	36176	100	100	100	679	679	678	7	7	7	29	29	27	58	58	59	6	6	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	111	111	23868	100	100	100	664	664	670	9	9	9	29	29	33	58	58	55	4	4	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	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	127	127	36710	98	98	99	702	702	702	6	6	2	20	20	15	62	62	69	12	12	13
Students with Disabilities	37	37	7900	100	100	100	572	572	580	48	48	22	39	39	49	12	12	28	0	0	1
Students without Disabilities	214	214	63054	100	100	99	703	703	701	1	1	3	22	22	20	68	68	67	10	10	10
Limited English Proficient Students	15	15	6308	100	100	100	599	599	591	11	11	19	26	26	47	58	58	33	5	5	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	85	85	21994	90	90	92	681	681	673	9	9	10	27	27	36	59	59	52	5	5	3
Non-Economically Disadvantaged	166	166	48960	100	100	100	686	686	694	6	6	3	23	23	18	61	61	67	10	10	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	93	51	51	41	94	50	NA	42	91	55	55	51
	Language	92	56	56	42	95	48	48	42	91	53	53	50
	Mathematics	95	69	69	60	94	66	66	63	89	53	53	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

Council Duties

2 School Administrator(s)	Ü School Safety Issues
1 Non-certified Employee(s)	Ü Extracurricular Activities
3 Teacher(s)	Ü Parent Involvement
3 Parent(s)	Ü Development of Curriculum/Instruction
2 Community Member(s)	Ü Improve Student Performance
2 Student(s)	Ü Development of School Improvement Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	59.00
Other Professional Staff	4.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	5	5	0	0
7 to 9 years	5	1	0	0
10 or more years	13	20	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	10
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Automotive and Construction facilities
- Ü Computer Labs
- Ü Networked classroom
- Ü TV Studio

Extracurricular Activities

- Ü Skills USA
- Ü NJROTC
- Ü Habitat for Humanity House Construction
- Ü National Honor Society
- Ü FBLA
- Ü FCCLA
- Ü 16 Girls & Boys Varsity Sports Teams
- Ü Comprehensive Fine Arts program

Social Services

- Ü Breakfast/Lunch Programs
- Ü After School Tutoring
- Ü Counseling Services/Youth Services Team
- Ü Wellness Center Access
- Ü Peer Mediation
- Ü School Resource Officer
- Ü School Psychologist
- Ü Community sponsored scholarships

School Achievements/Accomplishments 2004-05

- ü Sahuarita High School has 2 Skills USA state winners and were recognized nationally.
  
- ü Distinguished NJROTC unit with academic honors.
  
- ü Sahuarita High School achieved a greater than 95 percent attendance rate and lowered our drop out rate. Sahuarita High School was in the top 5% of high schools in Arizona meeting criteria for overall gains in AIMS math assessment.
  
- ü All but one varsity interscholastic athletic teams qualified for both regional and state competitions.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	9	12	12	17
Transfers In Rate <sup>6</sup>	21	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	88	96	95	81
Retention Rate <sup>9</sup>	5	1	1	3
Dropout Rate <sup>10</sup>	5	0	1	6
Status Unknown <sup>11</sup>	2	0	1	4
Graduation Rate <sup>12</sup>	83	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 district has developed a crisis manual which contains guidelines for dealing with a wide variety of situations. Campus is closed during the day, access is monitored, student parking lot has security. Full-time Student Resource Officer on campus. The high school has adopted the state's Multi-Hazard Emergency Plan for disaster preparedness.

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) :

30
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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	Lawrence C McKee Jr.	(520) 625-3502
Transportation Policy	Charlotte Gates	(520) 625-3502
Community Resources	Barbara Smith	(520) 625-3502
School Nutrition Programs	Alice Sanchez	(520) 625-3502
Parent Organization	PTSA	(520) 625-3502
Student Health/Nurse	Sue Mason	(520) 625-3502

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 50 Copies = \$19.00

\*\* 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.