

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1501 W Guadalupe, Mesa, AZ 85202

Mesa 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)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

School Overview

Principal/Administrator : Dr. Steven W. Green
 Schedule : 7:30 AM to 3:30 PM
 Grades : 10-12
 2004 Enrollment : 2441
 Web Address : www.mpsaz.org/dobson/
 Phone Number : (480) 472-3000
 Fax Number : (480) 472-3075
 E-mail : swgreen@mpsaz.org

Mission

The mission of the Dobson High School community is to offer comprehensive educational opportunities, to provide quality instruction, and to set high standards that enable graduates to be successful members of society.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü In all curriculum areas, students will practice appropriate reading, writing, and math skills, enabling students to achieve classroom curriculum goals, as well as to demonstrate the proficiencies required on the state's AIMS tests.
- ü Students will be present and actively involved in classroom and extra-curricular activities in order to reach their potential, resulting in higher student achievement, scholarship, and graduation rates.
- ü The graduating class of 2004 had 90 percent of its students planning to attend a post high school educational institution and earned over \$10 million in scholarships. Efforts are made to ensure that students are able to achieve their life goals.
- ü Dobson students represent the school and community with pride and success on a national, state-wide, and local level in academic, athletic, musical, and other competitions, exhibitions, and festivals. Comprehensive excellence is the goal.

Enrollment

October 1, 2003 School Year Student Enrollment : 2452
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 162

Instructional Programs

- ü Honors/Advanced Placement Classes
- ü Remedial Support and Assistance
- ü Vocational Education
- ü Dual Enrollment (Community College)
- ü Special Education
- ü Leadership Training
- ü Academic Decathlon
- ü Co- and Extra-Curricular Offerings

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

We have high expectations for our students and ourselves. We provide many opportunities for students and parents to be actively involved, and we encourage that involvement. We provide a quality state-aligned curriculum that features both remedial and enrichment programs for students. We provide student handbooks, a comprehensive website at <http://www.mpsaz.org/dobson/>, and an open house opportunity for parents and students to attend.

Parents

To best help students achieve, school staff and parents must form a partnership. Dobson encourages parents to attend classes, activities, and athletic events. We encourage frequent and ongoing communication between parents and staff. A website at <http://www.mpsaz.org/dobson/> is available to provide general information and a newsletter is mailed quarterly to help keep parents informed. Dobson also offers a monthly parent information meeting called PAC which meets the last Monday of each month.

Transportation Policy

Busing is provided for all students who live more than two miles from their home school. Busing is not provided for open enrollment students. Transportation is provided for special education students as outlined in their IEPs.

School Honors

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

Award/Honor	Year
ü We the People - State Champions and National Top 10	2004
ü Symphonic Band - National Top 15 - Bands of America	2004
ü Scholars: 5 National Merit, 3 Hispanic, 1 Flinn	2004
ü City of Mesa Spirit of Unity Award School	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	764	5047	65934	98	96	100	515	510	492	17	24	43	16	17	18	36	33	24	31	27	15
All Students (Prior Year)	816	4342	57534	91	83	91	516	510	491	17	24	46	15	15	16	38	34	23	29	27	15
Female	374	2418	32586	98	97	100	515	509	491	17	24	44	16	18	19	38	33	24	28	25	14
Male	387	2624	33226	96	95	99	516	510	493	17	24	42	16	16	18	35	32	24	33	28	16
African American	30	161	3042	100	90	98	492	490	478	32	42	58	32	23	19	36	25	17	0	10	6
Hispanic	142	1135	21740	100	96	100	493	488	475	41	46	63	16	18	17	30	25	15	14	10	5
Asian/Pacific Islander	36	138	1643	97	97	99	547	524	519	14	21	23	11	10	13	17	27	30	58	41	34
American Indian/Alaskan Native	17	163	4351	100	83	99	496	488	472	29	46	68	24	17	16	35	28	13	12	8	4
White	539	3446	34819	97	97	99	521	518	505	10	15	27	15	17	20	39	36	31	35	33	22
Students with Disabilities	51	396	6507	88	92	100	479	465	456	57	74	83	13	11	9	26	11	6	4	3	2
Students without Disabilities	713	4651	59427	98	96	100	517	512	494	16	21	41	16	17	19	36	34	25	31	28	16
Limited English Proficient Students	59	541	6793	100	100	100	483	479	464	59	59	79	10	16	11	19	18	8	12	7	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	178	1572	18745				497	493	475	37	40	64	14	18	16	34	27	15	16	14	5
Non-Economically Disadvantaged	586	3475	47182				521	517	499	12	17	35	17	17	19	37	35	27	35	32	19

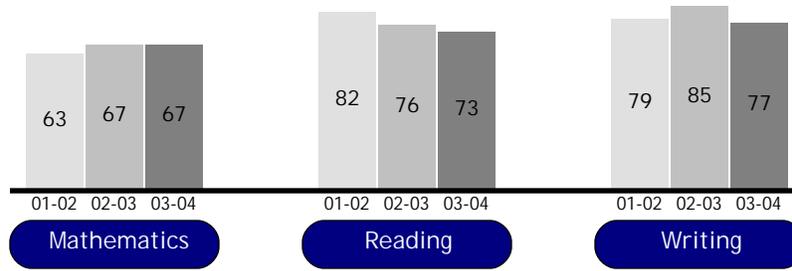
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	777	5245	68162	97	97	100	524	519	509	9	12	18	18	20	24	61	58	51	12	10	8
All Students (Prior Year)	803	4207	56700	90	81	89	528	522	512	6	9	15	18	19	23	60	59	52	16	14	10
Female	380	2506	33509	97	97	100	527	523	513	9	10	15	16	18	23	62	60	52	13	11	9
Male	394	2725	34521	96	96	100	522	515	505	9	13	20	19	21	24	61	57	49	11	9	7
African American	28	172	3163	93	93	99	500	495	497	16	21	22	28	28	30	52	50	46	4	1	3
Hispanic	148	1204	22624	95	96	100	497	492	487	23	27	32	29	31	31	45	38	35	4	3	2
Asian/Pacific Islander	37	137	1666	100	96	100	539	520	523	19	13	11	11	19	17	47	54	60	22	14	12
American Indian/Alaskan Native	18	188	4592	100	88	100	492	491	484	12	26	32	47	33	37	41	38	30	0	2	1
White	546	3536	35727	97	98	100	532	531	526	4	5	7	14	15	17	68	67	64	14	13	12
Students with Disabilities	55	437	6845	93	99	100	492	465	468	17	55	53	50	28	29	33	16	18	0	0	1
Students without Disabilities	722	4808	61317	97	97	100	525	522	512	9	10	15	17	19	23	62	61	53	12	11	8
Limited English Proficient Students	60	565	7152	100	100	100	467	473	464	57	43	57	24	35	31	19	22	12	0	0	0
Migrant Students	--	NC	745				--	NC	469	--	NC	51	--	NC	31	--	NC	17	--	NC	1
Economically Disadvantaged	183	1671	19528				497	497	487	24	24	31	27	29	32	46	43	34	3	4	2
Non-Economically Disadvantaged	594	3574	48595				532	528	518	4	7	13	15	16	20	66	65	57	15	13	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	780	5229	67629	97	97	100	545	536	524	10	14	22	13	13	16	73	70	59	4	2	3
All Students (Prior Year)	840	4369	55090	94	84	87	496	492	479	8	10	16	7	9	13	84	81	70	1	0	0
Female	383	2504	33347	98	97	100	551	548	537	8	10	17	12	12	15	76	75	64	4	3	4
Male	393	2711	34151	95	95	99	540	525	512	12	18	27	15	14	18	70	66	54	3	2	2
African American	29	173	3150	97	94	99	516	518	515	17	23	24	25	16	19	58	60	56	0	1	2
Hispanic	146	1195	22313	94	96	100	514	500	493	19	28	34	17	17	19	63	54	46	1	1	1
Asian/Pacific Islander	36	136	1659	97	95	100	575	554	564	17	16	11	11	9	12	51	68	68	20	7	9
American Indian/Alaskan Native	18	187	4528	100	88	99	545	502	492	6	31	35	12	17	21	76	51	42	6	1	1
White	550	3531	35593	98	97	99	553	551	547	7	8	13	12	11	14	77	78	69	3	3	4
Students with Disabilities	54	429	6712	92	97	100	489	440	445	44	63	61	11	14	18	44	23	21	0	0	0
Students without Disabilities	726	4800	60917	97	96	100	546	541	530	10	12	19	13	13	16	73	72	61	4	2	3
Limited English Proficient Students	61	562	6994	100	100	100	476	472	442	37	41	58	17	18	18	46	41	23	0	0	0
Migrant Students	--	NC	732				--	NC	466	--	NC	44	--	NC	23	--	NC	33	--	NC	0
Economically Disadvantaged	183	1649	19310				516	510	489	17	24	35	18	16	20	65	59	44	1	1	1
Non-Economically Disadvantaged	597	3580	48278				554	548	538	8	10	17	12	12	15	75	75	65	5	3	4

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	No

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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

No SAT-9 test data found for this school.
The SAT-9 is only administered to Grades 2-9.

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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Campus Remodeling and Renovations
- Ü Review of Student Travel Requests
- Ü Curriculum/Program Evaluation and Review
- Ü School Safety Policies and Procedures
- Ü School Data Analysis
- Ü ECA Account Supervision

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	106.40
Other Professional Staff	6.50	Teacher Aide	12.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	1	0
4 to 6 years	7	5	0	0
7 to 9 years	5	11	0	0
10 or more years	19	55	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 106
 Core academic classes taught by Highly Qualified (NCLB) teachers. 710
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Stadium, Gym, Weight and Fitness Centers
- Ü Auditorium and Performing Arts Facility
- Ü Special Education Facilities
- Ü Media/Technology Centers and Labs

Extracurricular Activities

- Ü Student Council and Clubs Program
- Ü Outstanding Bands, Choruses, Orchestras
- Ü We the People, Academic Decathlon, etc
- Ü Comprehensive Athletics Program
- Ü Vocational Educational Organizations
- Ü National Honor Society
- Ü Service Learning Program
- Ü Speech and Debate Team

Social Services

- Ü Service Learning/Community Involment
- Ü Blood Drive, Food Drive, Sock Drive, etc
- Ü Counseling Services/Crisis Intervention
- Ü On-Site School Resource Officer
- Ü On-Site School Probation Officer
- Ü Health Services
- Ü College Classes/Programs
- Ü Community Education Programs

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Ninety percent of Dobson's graduating class planned to further their education after graduation, earning \$10.1 million in scholarships. The Dobson community respects these results/efforts: 88% of parents and 87% of students give the school an A or B.
- ü Dobson students had an attendance rate of 95.7%. Students study with a recognized staff: a Milken winner, a National Coach of the Year, two partners in ASU's National Science Program, a Gilder Lehman Institute Scholar, numerous Fulbright scholars.
- ü In addition to numerous local and state awards, Dobson students received national honors and/or recognition in the following areas: marching band, foreign language, social studies, math, speech and debate, yearbook, poetry, and weight lifting.
- ü One-hundred and twenty-seven seniors in the 2004 graduating class earned service learning honors, and 285 more also gave their time to the community bringing this senior class's total service contribution to over 35,000 hours of service.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	9	2	2	2
Transfers In ⁷ (Out of District)	6	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	0	NA		3
Status Unknown ¹¹	8			2
Graduation Rate ¹²	86			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

School safety is our foremost concern. Dobson High School has a proactive security staff that is complemented by on-site police and probation officers. Everyone on campus is encouraged to be a part of maintaining a safe environment. Crisis plans are in place. Through a spirit of open communication and working together, problems are often able to be identified and addressed at an early stage. This proactive approach is the result of everyone's efforts and cooperation.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

112

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.

Contacts

	Name	Phone Number
School Site Council	Dr. Steven W. Green	(480) 472-3051
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources	Dr. Steven W. Green	(480) 472-3051
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Dr. Steven W. Green	(480) 472-3051
Student Health/Nurse	Devi Hopfer	(480) 472-3215

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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

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.