

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1101 East Elliot Rd., Gilbert, AZ 85296

Gilbert 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 : Dr. J. Charles Santa Cruz  
 Schedule : 07:00 AM to 04:30 PM  
 Grades : 9-12  
 2005 Enrollment : 3251  
 Web Address : www.gilbert.k12.az.us/info/schools/ghs.html  
 Phone Number : (480) 497-0177  
 Fax Number : (480) 497-5673  
 E-mail : Charlie\_SantaCruz@gilbert.k12.az.us

### Mission

GHS strives to provide a foundation for students to become lifelong learners; through problem-solving and critical thinking processes. Students have the opportunity to become an articulate and responsible member for a dynamic, technological society.

### School / Academic Goals

- ü Develop programs and activities that recognize and promote excellence in character, achievement, assessment, and accountability.
- ü Foster school pride, respect, and unity among all members of the school community by continuing to promote a safe learning climate that enhances open communication, individual responsibility and academic excellence.
- ü Gilbert High School will improve student achievement in mathematics.
- ü Teachers will become proficient in the use of technology in classroom management, school communication, and enhance instruction.

### Enrollment

October 1, 2004 School Year Student Enrollment : 3167  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 442

Instructional Programs

- ü Comprehensive Core Curriculum
- ü Honors Classes
- ü School-to-Work Program
- ü Advanced Placement
- ü STRUT Program
- ü Automated Manufacturing Lab
- ü CTE Programs
- ü Sports Medicine Program

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

GHS adheres to high standards for all and assists in goal attainment through diverse and dynamic programming. Policies are mailed to each household with outlined school expectations.

Parents

Parents are responsible for ensuring that the students arrive at school on time, in appropriate attire, with completed homework; ready to learn. Parents are expected to become school partners and active participants in school programs.

Transportation Policy

GHS utilizes 19 buses to transport students who live outside a one-mile radius, to and from the school each day. The GHS boundaries are approximately 25 square miles.

School Honors

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

Award/Honor	Year
ü Continuous School Improvement Accreditation	2005
ü Skills USA / Automated Manufacturing Gold Medal	2004
ü Merit Scholars/Academy Appointments	2004
ü \$4.82 Million in Scholarships	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	760	2791	69846	99	99	100	726	724	699	6	8	21	6	6	11	49	52	49	39	34	18
All Students (Prior Year)	685	2435	65934	91	96	100	522	518	492	11	16	43	20	18	18	35	35	24	35	32	15
Female	374	1359	34328	99	100	99	732	727	702	6	7	19	5	6	12	49	52	51	40	35	18
Male	386	1432	35509	100	99	100	719	721	696	7	9	23	6	6	11	50	52	48	38	33	18
African American	21	115	3535	100	98	100	717	686	677	15	18	31	5	15	15	60	52	46	20	15	8
Hispanic	143	423	23363	100	100	100	703	699	680	15	18	32	10	10	16	56	54	45	19	17	7
Asian/Pacific Islander	29	129	1742	100	100	99	754	745	733	0	2	8	7	7	7	43	45	46	50	46	38
American Indian/Alaskan Native	NC	16	4785	NC	80	100	NC	727	671	NC	0	39	NC	7	17	NC	60	39	NC	33	5
White	562	2108	36421	99	99	99	730	729	714	4	6	12	4	5	8	47	52	54	44	37	26
Students with Disabilities	61	250	7690	100	100	100	549	595	593	44	49	64	20	19	14	33	30	21	2	2	2
Students without Disabilities	699	2541	62220	99	99	99	740	736	712	3	4	16	4	5	11	50	54	53	42	37	20
Limited English Proficient Students	20	57	5834	100	100	100	408	409	612	9	24	46	30	31	20	48	36	31	13	10	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	55	156	21421	100	100	92	717	713	686	15	17	35	6	6	15	46	53	43	33	24	7
Non-Economically Disadvantaged	705	2635	48489	94	95	100	727	725	704	6	7	15	6	6	10	49	52	52	39	34	23

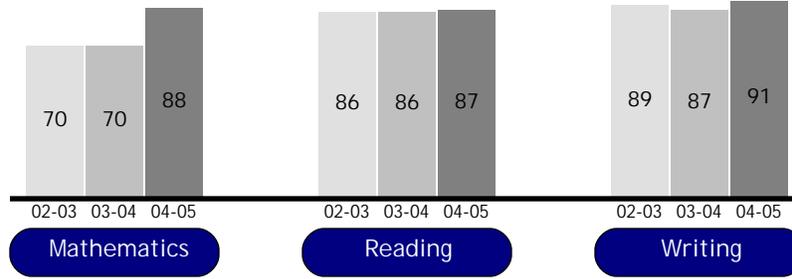
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	771	2815	71311	100	99	100	713	714	694	2	2	7	11	10	21	73	74	63	14	13	9
All Students (Prior Year)	697	2464	68162	92	96	100	536	532	509	3	3	18	11	14	24	70	70	51	16	13	8
Female	385	1366	34899	100	100	100	720	719	700	0	1	5	11	10	19	74	74	66	15	15	10
Male	386	1449	36430	99	99	100	705	708	688	3	4	9	12	11	22	73	74	61	12	11	8
African American	21	116	3573	100	99	100	708	682	676	5	6	9	20	23	26	70	63	60	5	9	4
Hispanic	148	425	24056	100	100	100	692	689	672	4	7	13	20	17	31	69	70	53	6	6	3
Asian/Pacific Islander	28	127	1731	100	100	98	724	720	717	0	1	3	14	9	13	71	75	68	14	16	16
American Indian/Alaskan Native	NC	17	5110	NC	85	100	NC	707	661	NC	0	14	NC	7	38	NC	93	46	NC	0	2
White	569	2130	36841	99	99	99	717	720	713	1	1	3	9	9	12	75	76	72	16	14	13
Students with Disabilities	60	243	8021	100	100	100	539	587	590	16	19	27	54	45	42	29	35	29	2	0	1
Students without Disabilities	711	2572	63379	99	99	100	727	726	707	0	1	5	8	7	18	77	78	68	15	14	10
Limited English Proficient Students	21	61	6402	100	100	100	379	385	596	4	17	25	57	41	44	39	42	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	56	150	22243	100	100	93	703	701	677	4	3	14	17	21	32	72	67	51	8	8	3
Non-Economically Disadvantaged	715	2665	49157	94	96	100	713	714	702	1	2	4	11	10	16	73	75	69	14	13	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	768	2807	70868	99	99	100	711	708	688	1	1	5	8	12	23	71	72	63	20	15	9
All Students (Prior Year)	693	2457	67629	92	96	100	569	560	524	5	7	22	8	11	16	83	77	59	4	4	3
Female	384	1368	34710	100	100	99	722	718	697	0	1	3	6	8	19	68	73	66	26	19	12
Male	384	1440	36176	99	99	100	699	698	678	2	2	7	10	15	27	74	72	59	14	11	7
African American	21	114	3557	100	97	99	711	683	675	0	3	7	15	22	25	70	62	62	15	13	6
Hispanic	148	425	23868	100	100	100	698	691	670	2	3	9	14	18	33	75	71	55	9	8	4
Asian/Pacific Islander	27	126	1732	96	100	98	727	717	713	0	1	2	4	6	12	74	73	64	22	20	22
American Indian/Alaskan Native	NC	17	5001	NC	85	100	NC	714	661	NC	0	9	NC	7	41	NC	73	48	NC	20	2
White	567	2125	36710	99	99	99	713	712	702	1	1	2	7	10	15	70	73	69	23	16	13
Students with Disabilities	60	240	7900	100	100	100	537	581	580	13	13	22	48	54	49	38	32	28	2	0	1
Students without Disabilities	708	2568	63054	99	99	99	725	719	701	0	0	3	5	8	20	74	76	67	21	16	10
Limited English Proficient Students	21	61	6308	100	100	100	387	389	591	4	14	19	26	32	47	70	53	33	0	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	56	151	21994	100	100	92	702	699	673	4	2	10	9	21	36	85	73	52	2	4	3
Non-Economically Disadvantaged	712	2657	48960	94	95	100	711	708	694	1	1	3	8	11	18	70	72	67	21	15	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	99	54	53	41	98	51	NA	42	98	61	61	51
	Language	98	56	55	42	100	52	52	42	98	58	59	50
	Mathematics	99	77	77	60	100	77	75	63	98	65	62	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

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

Council Duties

- ☐ School Safety Issues
- ☐ Parent/Educator Relations
- ☐ Parent Volunteers in School
- ☐ Textbook Selection
- ☐ Fundraising
- ☐ Cultural Diversity Awareness

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	6.00	Teacher	176.00
Other Professional Staff	11.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	30	9	0	0
4 to 6 years	23	18	2	0
7 to 9 years	20	22	2	0
10 or more years	13	50	4	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	537
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- ☐ Core Curriculum Technology Facilities
- ☐ Agricultural Processing Lab
- ☐ Automated Manufacturing Lab
- ☐ Performing Arts

Extracurricular Activities

- ☐ Academic Honorarium Memberships
- ☐ Performing/Visual Arts Programs
- ☐ Human Services Organizations
- ☐ Comprehensive Athletic Program
- ☐ Future Farmers of America
- ☐ Skills USA
- ☐ Sports Medicine
- ☐ Academic Decathlon

Social Services

- ☐ School Resource Officer
- ☐ Community Center Facilities Use
- ☐ Educational Symposiums Programs
- ☐ Dual Credit/Concurrent Enrollment
- ☐ Toybox - On Site Day Care
- ☐ AEPA Testing Site

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü On-line capabilities have been installed in all department offices, Library & English Computer Lab and are available for use by system-certified faculty/students. We are hoping to increase exposure and use of the district website in the near future.
  
- ü The ongoing evaluation of student writing skills has been enhanced by the establishment of blind scoring against benchmark papers. Writing continues to be the nucleus of our curriculum.
  
- ü Excelling School Status  
 98 percent graduation rate,  
 2 National Merit Finalists,  
 1 United States Presidential Scholar,  
 1 University of Arizona Baird Scholar,  
 1 National Hispanic Recognition Scholar,  
 ROTC Distinguished Honor Unit
  
- ü Ag department - CTE program of the year  
 FBLA Arizona Cooperative Education Association Teacher of the year  
 5 Arizona All-State Vocal Jazz Choir Members  
 Arizona Assistant Principal of the year  
 Boys and Girls Regional Swimming Coach of the year

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	9	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	97	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

GHS has prepared, and continues to update, emergency preparedness plans to protect students/staff/the public during a crisis. Staff is apprised of emergency plans, and drills are held on a regular basis.

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) :

29

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	Paulette Foley	(480) 497-0177
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	J. Charles Santa Cruz	(480) 497-0177
School Nutrition Programs	Deb McCarran	(480) 497-3370
Parent Organization	Chuck Sema	(480) 497-0177
Student Health/Nurse	Renee Dull	(480) 497-0177

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 300 Copies = \$114.00

\*\* 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.