

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3950 E Bell Road, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing Plus
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 ^(b)

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

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mrs. Cara Herkamp
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 2005 Enrollment : 1879
 Web Address : paradisevalley.pvUSD.k12.az.us
 Phone Number : (602) 867-5505
 Fax Number : (602) 867-5592
 E-mail : cherkamp@pvUSD.k12.az.us

Mission

Our mission is to provide an environment where students develop a passion for life-long learning and acquire the intellectual, social, emotional and physical skills to become contributing members of society.

School / Academic Goals

- ü Target Area: Reading- Students will demonstrate an ability to read at grade level or higher and use appropriate vocabulary. This year we are focusing on comprehending informational text in all content areas with the goal of raising our AIMS scores.
- ü Target Area: Writing- Students will demonstrate increased proficiency in the areas of content & ideas and organization from the 6 Trait Rubric. They will write in all content areas with the goal of preparing our students for the AIMS test.
- ü Target Area: Math- Students will demonstrate an improvement in the areas of number sense & operations and data analysis. They will be working on math problems that fall into these areas in each of their classes. This will prepare them for AIMS.
- ü Target Area: Critical Thinking- Students will have more opportunities to participate in critical thinking activities. Our students will develop skills in analysis and problem solving to prepare them for the tasks they will face in life.

Enrollment

October 1, 2004 School Year Student Enrollment : 1982
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 390

Instructional Programs

- ü Advanced Placement/Honors
- ü Health Careers Education
- ü Business Information Technology
- ü Net + C+ A+ Certifications
- ü Concurrent Community College Credit
- ü Biotechnology Program
- ü Career Technology Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Parents can expect ongoing communications that inform them of their students' progress. PVHS uses a web site, a voice messaging system, newsletters, handbooks, direct mailings, contracts, parent conferences, online grade programs, and quarterly progress reports as well as report cards.

Parents

PVHS and parents work as a team to support school policies to ensure student success and individual excellence. PVHS expects students to be present, punctual, prepared, and appropriately attired.

Transportation Policy

High school students living 1.5 miles or more from their school site are provided transportation by bus. Special needs students are transported on an individual basis.

School Honors

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

Award/Honor	Year
ü Football Desert Valley Region Champion	2004
ü Marching Band Superior Rating	2004
ü 5A State Quarter Finals Basketball	2005
ü Ballet Folklorico Top Award at Dance Competition	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	414	2607	69846	98	99	100	699	714	699	18	12	21	11	7	11	59	57	49	12	25	18
All Students (Prior Year)	485	2536	65934	99	99	100	499	503	492	29	28	43	21	20	18	36	34	24	14	18	15
Female	205	1287	34328	97	99	99	701	715	702	16	10	19	13	8	12	62	59	51	9	24	18
Male	210	1314	35509	99	98	100	698	713	696	21	14	23	9	6	11	55	54	48	15	26	18
African American	11	69	3535	100	99	100	685	665	677	45	27	31	9	11	15	45	50	46	0	11	8
Hispanic	90	325	23363	95	97	100	654	678	680	43	36	32	14	12	16	39	44	45	4	8	7
Asian/Pacific Islander	NC	77	1742	NC	100	99	NC	744	733	NC	7	8	NC	4	7	NC	46	46	NC	43	38
American Indian/Alaskan Native	NC	30	4785	NC	94	100	NC	667	671	NC	23	39	NC	23	17	NC	42	39	NC	12	5
White	297	2106	36421	99	99	99	713	721	714	10	8	12	9	6	8	66	59	54	15	27	26
Students with Disabilities	48	260	7690	100	100	100	618	600	593	65	58	64	15	13	14	20	27	21	0	2	2
Students without Disabilities	367	2350	62220	97	99	99	710	727	712	12	7	16	10	6	11	64	60	53	14	27	20
Limited English Proficient Students	31	119	5834	86	100	100	625	567	612	58	49	46	19	19	20	21	30	31	2	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	108	379	21421	90	87	92	691	691	686	35	32	35	13	11	15	45	49	43	8	7	7
Non-Economically Disadvantaged	307	2231	48489	100	100	100	702	718	704	13	8	15	10	6	10	63	58	52	14	28	23

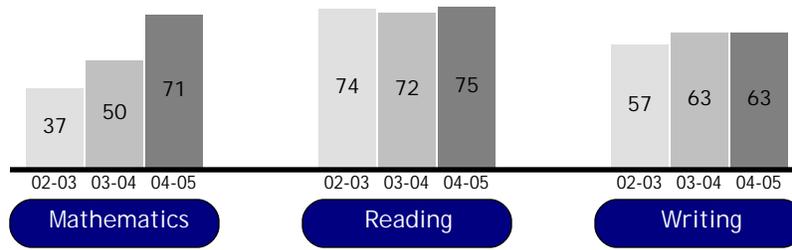
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	427	2648	71311	99	99	100	699	711	694	9	5	7	16	12	21	65	70	63	10	14	9
All Students (Prior Year)	497	2564	68162	100	99	100	520	526	509	11	8	18	16	17	24	62	63	51	10	12	8
Female	207	1299	34899	98	100	100	705	715	700	6	3	5	19	11	19	66	72	66	10	14	10
Male	220	1347	36430	99	99	100	694	707	688	12	6	9	13	12	22	65	68	61	10	14	8
African American	12	69	3573	100	96	100	693	670	676	25	11	9	17	19	26	42	60	60	17	10	4
Hispanic	98	346	24056	98	100	100	640	666	672	26	18	13	32	31	31	41	48	53	1	3	3
Asian/Pacific Islander	NC	79	1731	NC	100	98	NC	729	717	NC	0	3	NC	9	13	NC	72	68	NC	19	16
American Indian/Alaskan Native	NC	30	5110	NC	97	100	NC	667	661	NC	11	14	NC	25	38	NC	61	46	NC	4	2
White	301	2124	36841	99	99	99	718	719	713	3	2	3	10	8	12	74	74	72	13	16	13
Students with Disabilities	52	272	8021	100	100	100	614	597	590	39	24	27	22	37	42	39	37	29	0	2	1
Students without Disabilities	376	2377	63379	98	99	100	710	724	707	5	2	5	15	9	18	69	74	68	11	15	10
Limited English Proficient Students	36	131	6402	95	100	100	601	550	596	38	32	25	46	42	44	15	25	30	0	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	118	406	22243	94	90	93	681	685	677	17	14	14	30	28	32	48	53	51	5	5	3
Non-Economically Disadvantaged	310	2243	49157	100	100	100	706	715	702	6	3	4	11	9	16	72	73	69	11	15	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	423	2640	70868	98	99	100	678	696	688	8	4	5	29	19	23	57	66	63	6	12	9
All Students (Prior Year)	492	2548	67629	99	98	100	528	538	524	16	14	22	21	16	16	61	67	59	2	3	3
Female	202	1291	34710	96	99	99	688	703	697	6	2	3	25	14	19	64	71	66	6	13	12
Male	221	1347	36176	100	99	100	668	689	678	11	5	7	33	23	27	50	61	59	6	11	7
African American	12	69	3557	100	96	99	667	660	675	17	6	7	25	24	25	58	61	62	0	8	6
Hispanic	97	347	23868	97	100	100	624	658	670	20	13	9	46	40	33	34	44	55	0	3	4
Asian/Pacific Islander	NC	78	1732	NC	100	98	NC	724	713	NC	0	2	NC	15	12	NC	52	64	NC	33	22
American Indian/Alaskan Native	NC	30	5001	NC	97	100	NC	664	661	NC	7	9	NC	29	41	NC	61	48	NC	4	2
White	298	2116	36710	98	99	99	694	702	702	5	2	2	23	15	15	64	70	69	8	12	13
Students with Disabilities	51	270	7900	100	100	100	575	582	580	38	23	22	54	48	49	8	26	28	0	3	1
Students without Disabilities	373	2371	63054	98	99	99	691	709	701	4	1	3	25	15	20	63	71	67	7	13	10
Limited English Proficient Students	35	128	6308	92	100	100	585	546	591	33	22	19	56	51	47	12	24	33	0	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	118	410	21994	94	91	92	659	675	673	16	10	10	41	37	36	38	48	52	5	6	3
Non-Economically Disadvantaged	306	2231	48960	100	100	100	684	700	694	5	3	3	24	15	18	64	69	67	6	13	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	95	45	52	41	88	44	NA	42	91	57	60	51
	Language	97	46	53	42	89	44	54	42	91	55	58	50
	Mathematics	97	62	68	60	89	63	71	63	94	49	58	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü School Objectives
- Ü Parent/Educator Relations
- Ü Review of Educational Trends
- Ü Evaluation by School Community
- Ü Standards Awareness

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	94.66
Other Professional Staff	9.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	5	0	0
4 to 6 years	3	5	0	0
7 to 9 years	4	4	0	0
10 or more years	8	55	2	3

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	328
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü CAD/D, Graphic Arts Labs
- Ü BioTech/Agricultural Labs
- Ü Woods, Metal, Auto Shops
- Ü Science and Writing Mobile Labs

Extracurricular Activities

- Ü Sports for All Seasons/Levels
- Ü Drama/Performing Arts
- Ü Nat'l Hon Soc/Spanish Hon Soc/French HS
- Ü Student Government/SADD/Ambassadors
- Ü Marching, Concert and Jazz Bands
- Ü Environmental Club
- Ü Harmony in Paradise Club
- Ü Robotics Club

Social Services

- Ü Peer Mediation
- Ü Competency-based Counseling Services
- Ü Crisis Intervention
- Ü Student Support Groups
- Ü Why Try Curriculum
- Ü Freshman Orientation

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Over \$2M won in scholarships: Multiple MCCC, ASU, NAU, UA, Provost, President's, Wildcat, Leadership, Honors, Regents, Athletic, Discovery, Pomona, BYU, Wagner (NY), UC Berkeley, USC, Rutgers, U of Chicago, Robert C. Byrd Scholarship.
- ü Staff continues to be trained in: Professional Learning Communities, Collaboration, Brain-based Learning, Reading/Writing/Math Across the Curriculum, Thinking Maps, Classroom of Difference, Differentiated Instruction, and the Standards.
- ü The percentage of students meeting or exceeding AIMS math standards increased by 27% in one year. In one year, the percentage of students meeting or exceeding the standards increased by 7% in reading and 4% in writing.
- ü Two students received Congressional Nominations to the US Academy Prep School and one student was appointed to the US Coast Guard Academy. Two students passed the drafting certification exam.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	13	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	88	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

PVHS enforces a sweep program for student accountability; peer mediation; ID cards for all. The School Resource Officer promotes prevention and works with the prevention team. Security personnel are on duty at gates and on campus. The School Crisis Plan is updated and reviewed in a timely manner as is the Threat Assessment Plan. Athletes participate in a random drug testing program. Lockdown/Fire drills are practiced. The Safety Committee monitors physical facility.

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	Cara Herkamp	(602) 867-5505
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Patti Wallace	(602) 525-0233
School Nutrition Programs	Rick Hall	(602) 867-5534
Parent Organization	Emmy Davis	(602) 867-3281
Student Health/Nurse	Rosemary Drigan	(602) 867-5531

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** 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.