

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

10045 E Madero Ave, Mesa, AZ 85212

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>

2003-04	Not Evaluated
2002-03	New School
2001-02	N/A

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

### No Child Left Behind

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

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

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

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 Overview

Principal/Administrator : Mr. Dan Coombs  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : 9-12  
 2004 Enrollment : 1382  
 Web Address : [www.gilbert.k12.az.us/info/schools/drhs.html](http://www.gilbert.k12.az.us/info/schools/drhs.html)  
 Phone Number : (480) 984-8947  
 Fax Number : (480) 354-5090  
 E-mail : [dan\\_coombs@gilbert.k12.az.us](mailto:dan_coombs@gilbert.k12.az.us)

### Mission

The mission of Desert Ridge High School is to foster personal responsibility and growth by emphasizing academic excellence, integrity and respect in a safe environment inclusive of all students.

### School / Academic Goals

- ü Students will be able to write and communicate effectively across disciplines and using current technology.
- ü Students will be able to read content specific materials and demonstrate the ability to communicate using technical and scientific vocabularies.
- ü Students will be able to apply computation and algebraic mathematics in various cross-curricular settings.
- ü Students will exhibit behaviours and attitudes which demonstrate a respect for self, for others and for the physical environment.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1465  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 43

Instructional Programs

- ü Industrial Technology Program
- ü Agricultural Sciences Facility
- ü Full Production Fine Arts Labs
- ü Full Performing Arts Facilities
- ü Project Lead the Way pre-engineering sci

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 32 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Desert Ridge HS is committed to high standards in academics and extracurriculars. DRHS is committed to a safe and purposeful learning environment. We are committed to providing a rigorous academic platform whose main purpose is college preparation. We are also committed to providing any information and direction a student needs to fulfill their life's goals. We are also committed to a comprehensive and competitive athletic and performing arts program.

Parents

DRHS parents are responsible for supporting the philosophy and policies of the school. Parents are responsible for the regular and timely attendance of their children. They are responsible for monitoring the academics and behaviour of their children. Parents are responsible for maintaining a proactive and positive line of communication with their child's teachers. Parents are also responsible for demonstrating support through committee and booster club involvement wherever possible.

Transportation Policy

Desert Ridge HS uses district-provided school buses for transportation. These buses include a special needs bus and transportation for all students who live within the school attendance area to and from school each day on preassigned routes within the area. Transportation is not provided for open enrolled or boundary exception students.

School Honors

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

Award/Honor	Year
ü Science Department acquires "Project Lead the Way"	2004
ü Dance Program 'Master Class' Performance and Tour to SF	2004
ü ROTC Unit Received First Place honors state competition	2004
ü DRHS student receives appointment to USAF Academy	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	381	2435	65934	98	96	100	513	518	492	19	16	43	20	18	18	35	35	24	26	32	15
All Students (Prior Year)	282	2326	57534	100	99	91	506	521	491	24	16	46	20	14	16	32	34	23	24	36	15
Female	199	1213	32586	100	98	100	513	516	491	20	16	44	20	19	19	38	36	24	23	29	14
Male	182	1222	33226	97	95	99	513	520	493	17	15	42	21	17	18	32	34	24	30	34	16
African American	14	78	3042	100	96	98	480	488	478	50	42	58	36	28	19	14	24	17	0	7	6
Hispanic	53	301	21740	95	93	100	509	499	475	30	31	63	14	24	17	38	32	15	18	13	5
Asian/Pacific Islander	11	112	1643	100	96	99	545	529	519	27	14	23	0	8	13	18	38	30	55	40	34
American Indian/Alaskan Native	NC	15	4351	NC	100	99	NC	515	472	NC	15	68	NC	38	16	NC	0	13	NC	46	4
White	300	1927	34819	99	96	99	514	522	505	14	12	27	22	17	20	36	36	31	27	35	22
Students with Disabilities	29	107	6507	97	50	100	486	487	456	47	44	83	7	12	9	47	44	6	0	0	2
Students without Disabilities	352	2328	59427	99	100	100	514	519	494	17	15	41	21	18	19	35	35	25	27	32	16
Limited English Proficient Students	NC	41	6793	NC	100	100	NC	489	464	NC	42	79	NC	28	11	NC	19	8	NC	11	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	22	18745				NC	484	475	NC	41	64	NC	24	16	NC	35	15	NC	0	5
Non-Economically Disadvantaged	374	2413	47182				513	518	499	19	15	35	21	18	19	34	35	27	26	32	19

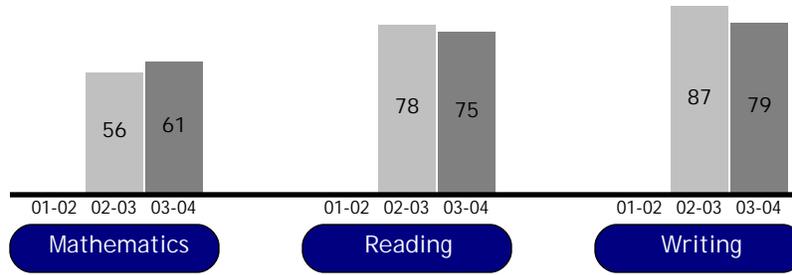
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	391	2464	68162	98	96	100	526	532	509	3	3	18	21	14	24	65	70	51	10	13	8
All Students (Prior Year)	270	2280	56700	96	97	89	529	535	512	4	3	15	18	12	23	63	67	52	15	19	10
Female	203	1220	33509	98	97	100	527	534	513	4	2	15	23	13	23	61	70	52	12	14	9
Male	188	1244	34521	97	96	100	524	531	505	3	3	20	20	14	24	69	70	49	8	12	7
African American	14	80	3163	93	98	99	509	514	497	7	8	22	50	29	30	36	55	46	7	9	3
Hispanic	55	305	22624	96	94	100	514	515	487	10	10	32	27	23	31	58	60	35	6	6	2
Asian/Pacific Islander	11	113	1666	100	97	100	538	529	523	9	4	11	27	15	17	36	72	60	27	10	12
American Indian/Alaskan Native	NC	15	4592	NC	100	100	NC	520	484	NC	0	32	NC	23	37	NC	62	30	NC	15	1
White	308	1949	35727	98	97	100	528	536	526	2	1	7	19	11	17	68	73	64	11	15	12
Students with Disabilities	26	110	6845	87	53	100	500	502	468	8	7	53	46	49	29	46	34	18	0	10	1
Students without Disabilities	365	2354	61317	99	100	100	527	533	512	3	3	15	21	13	23	65	71	53	11	13	8
Limited English Proficient Students	NC	41	7152	NC	100	100	NC	466	464	NC	56	57	NC	28	31	NC	17	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	19	19528				NC	508	487	NC	0	31	NC	41	32	NC	59	34	NC	0	2
Non-Economically Disadvantaged	385	2445	48595				526	532	518	3	3	13	21	13	20	65	70	57	10	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	392	2457	67629	98	96	100	556	560	524	7	7	22	13	11	16	77	77	59	2	4	3
All Students (Prior Year)	280	2266	55090	100	97	87	492	501	479	6	4	16	8	8	13	86	88	70	1	0	0
Female	202	1215	33347	98	97	100	559	570	537	7	6	17	12	9	15	77	80	64	4	5	4
Male	190	1242	34151	98	95	99	551	551	512	8	9	27	15	14	18	77	75	54	1	3	2
African American	14	79	3150	93	96	99	534	533	515	7	11	24	43	24	19	50	63	56	0	3	2
Hispanic	55	306	22313	96	94	100	532	539	493	19	12	34	21	18	19	58	66	46	2	4	1
Asian/Pacific Islander	11	111	1659	100	96	100	542	577	564	18	8	11	0	6	12	82	77	68	0	9	9
American Indian/Alaskan Native	NC	15	4528	NC	100	99	NC	518	492	NC	23	35	NC	15	21	NC	62	42	NC	0	1
White	309	1944	35593	98	96	99	562	564	547	5	6	13	11	10	14	81	80	69	3	4	4
Students with Disabilities	26	108	6712	87	52	100	504	506	445	23	20	61	31	27	18	46	53	21	0	0	0
Students without Disabilities	366	2349	60917	99	100	100	557	562	530	7	7	19	13	11	16	78	78	61	2	4	3
Limited English Proficient Students	NC	41	6994	NC	100	100	NC	466	442	NC	35	58	NC	24	18	NC	41	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	19	19310				NC	533	489	NC	24	35	NC	18	20	NC	59	44	NC	0	1
Non-Economically Disadvantaged	386	2438	48278				556	561	538	7	7	17	13	11	15	77	78	65	2	4	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?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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 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](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	52	37	98	55	53	41	92	47	NA	42
	Language	--	--	53	38	99	55	55	42	91	50	52	42
	Mathematics	--	--	77	56	99	76	77	60	91	70	75	63

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)
- 2 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Curricular Issues
- Ü Parent & School Relations
- Ü Extracurricular Activities
- Ü Community Involvement
- Ü School Improvement Process
- Ü School Safety Oversight

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	88.00
Other Professional Staff	6.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	4	0	0
4 to 6 years	15	4	0	0
7 to 9 years	8	11	0	0
10 or more years	8	14	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	80.6
Core academic classes taught by Highly Qualified (NCLB) teachers.	259
Teachers with Emergency Certificaton.	4

Resources Available at School Site

Special Facilities

- Ü Multiple Class Computer Lab
- Ü Industrial Technology Lab
- Ü Agricultural Science Lab and Land Lab
- Ü Broadcasting and VideoProduction Center

Extracurricular Activities

- Ü Student Government
- Ü Full Performing Arts and Facilities
- Ü Clubs including Hockey and Anytown
- Ü Athletics including Spirit Squads
- Ü Project Lead the Way pre-engineering
- Ü Special Ed "Best Buddies"
- Ü NHS Chapter and NjHS club
- Ü FFA Chapter

Social Services

- Ü Health Services
- Ü Day Care/Toybox
- Ü Career Center
- Ü Guidance/Counseling Services
- Ü On site School Psychologist
- Ü On site school resource Police Officer

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Successful completion of first year of varsity interscholastic athletics. Cheerleading wins a first rating in their first state competition. Desert Ridge continues one more year of competition in 4A East Sky region of interscholastics 2004-05.
- ü Band, Orchestra and Chorus all received excellent and superior in first state competitions. All three groups earn excellent or above ratings in the California "Heritage Festivals" in March of 2004.
- ü First ever graduating class earns almost \$1 million in four year college scholarship money. Individual students earn State Regents' Presidential Scholarships, a research fellowship to Utah State University and an appointment to the USAF Academy.
- ü Gilbert Public Schools and Desert Ridge High School acquire a grant from Intel Corp to carry the national pre-engineering program, "Project Lead the Way". Desert Ridge will become the first Arizona high school to carry this prestigious program.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	96	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			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

Desert Ridge is a closed campus. We have an on-site Mesa Police officer and a fully trained security staff. We follow zero tolerance policies for drugs, fighting and weapons. Safety procedures are practiced regularly including lock-downs. Our campus has security cameras, motion alarms and one-way exterior gates.

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) :

56

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	Daniel R. Coombs	(480) 984-8947
Transportation Policy	Jay Morris	(480) 497-3300
Community Resources	Kim Schilens	(480) 984-8947
School Nutrition Programs	Debbie McCarron	(480) 497-3300
Parent Organization	Kim Schilens	(480) 984-8947
Student Health/Nurse	Clarín Havig	(480) 984-8947

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.

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

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

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.