Desert Ridge High

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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[1]

High School Achievement Profile [a]

2004-05	Excelling
2003-04	Not Evaluated
2002-03	New School

(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 :	Mr. Dan Coombs
Schedule :	07:00 AM to 05:00 PM
Grades :	9-12
2005 Enrollment :	2015
Web Address :	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

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 and attitudes which demonstrate a respect for self, for others and for the physical environment.

Enrollment

October 1, 2004 School Year Student Enrollment : 1849

Accepting New Students in 2005-06 Under Open Enrollment Law :[2] Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 203

Desert Ridge High

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 : 8/10/2005
Last Day of School : 5/25/2006

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 transportion 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 Individual Stae Champion in girls track & field	2005
Ü State nominees to Prudential "Spirit of Community"	2005
Ü "La Cordillera" receives top yearbook award in division	2005

Desert Ridge High

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	489	2791	69846	100	99	100	714	724	699	11	8	21	7	6	11	56	52	49	26	34	18
All Students (Prior Year)	381	2435	65934	98	96	100	513	518	492	19	16	43	20	18	18	35	35	24	26	32	15
Female	229	1359	34328	100	100	99	725	727	702	9	7	19	8	6	12	56	52	51	27	35	18
Male	260	1432	35509	99	99	100	704	721	696	13	9	23	6	6	11	56	52	48	25	33	18
African American	36	115	3535	100	98	100	660	686	677	23	18	31	29	15	15	35	52	46	13	15	8
Hispanic	91	423	23363	99	100	100	705	699	680	18	18	32	9	10	16	56	54	45	17	17	7
Asian/Pacific Islander	NC	129	1742	NC	100	99	NC	745	733	NC	2	8	NC	7	7	NC	45	46	NC	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	350	2108	36421	100	99	99	721	729	714	8	6	12	5	5	8	58	52	54	29	37	26
Students with Disabilities	59	250	7690	100	100	100	594	595	593	56	49	64	15	19	14	27	30	21	2	2	2
Students without Disabilities	430	2541	62220	100	99	99	731	736	712	5	4	16	6	5	11	60	54	53	29	37	20
Limited English Proficient Students	12	57	5834	100	100	100	307	409	612	45	24	46	27	31	20	27	36	31	0	10	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	37	156	21421	100	100	92	711	713	686	20	17	35	7	6	15	57	53	43	17	24	7
Non-Economically Disadvantaged	452	2635	48489	95	95	100	714	725	704	10	7	15	7	6	10	56	52	52	26	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	498	2815	71311	100	99	100	703	714	694	4	2	7	13	10	21	75	74	63	8	13	9
All Students (Prior Year)	391	2464	68162	98	96	100	526	532	509	3	3	18	21	14	24	65	70	51	10	13	8
Female	236	1366	34899	100	100	100	712	719	700	4	1	5	12	10	19	76	74	66	8	15	10
Male	262	1449	36430	100	99	100	694	708	688	5	4	9	14	11	22	73	74	61	9	11	8
African American	37	116	3573	100	99	100	657	682	676	9	6	9	29	23	26	50	63	60	12	9	4
Hispanic	89	425	24056	100	100	100	692	689	672	11	7	13	12	17	31	73	70	53	5	6	3
Asian/Pacific Islander	NC	127	1731	NC	100	98	NC	720	717	NC	1	3	NC	9	13	NC	75	68	NC	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	360	2130	36841	100	99	99	710	720	713	2	1	3	12	9	12	77	76	72	9	14	13
Students with Disabilities	57	243	8021	100	100	100	582	587	590	25	19	27	47	45	42	27	35	29	0	0	1
Students without Disabilities	441	2572	63379	99	99	100	719	726	707	1	1	5	8	7	18	81	78	68	9	14	10
Limited English Proficient Students	11	61	6402	100	100	100	290	385	596	36	17	25	45	41	44	18	42	30	0	0	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	36	150	22243	100	100	93	696	701	677	6	3	14	19	21	32	68	67	51	6	8	3
Non-Economically Disadvantaged	462	2665	49157	95	96	100	703	714	702	4	2	4	12	10	16	75	75	69	8	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	495	2807	70868	99	99	100	698	708	688	3	1	5	15	12	23	72	72	63	10	15	9
All Students (Prior Year)	392	2457	67629	98	96	100	556	560	524	7	7	22	13	11	16	77	77	59	2	4	3
Female	236	1368	34710	100	100	99	713	718	697	1	1	3	11	8	19	76	73	66	12	19	12
Male	259	1440	36176	99	99	100	684	698	678	4	2	7	20	15	27	68	72	59	8	11	7
African American	35	114	3557	97	97	99	657	683	675	9	3	7	19	22	25	59	62	62	13	13	6
Hispanic	89	425	23868	100	100	100	691	691	670	4	3	9	22	18	33	66	71	55	8	8	4
Asian/Pacific Islander	NC	126	1732	NC	100	98	NC	717	713	NC	1	2	NC	6	12	NC	73	64	NC	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	359	2125	36710	100	99	99	703	712	702	2	1	2	13	10	15	74	73	69	11	16	13
Students with Disabilities	55	240	7900	100	100	100	570	581	580	20	13	22	63	54	49	17	32	28	0	0	1
Students without Disabilities	440	2568	63054	99	99	99	715	719	701	0	0	3	9	8	20	79	76	67	11	16	10
Limited English Proficient Students	11	61	6308	100	100	100	295	389	591	27	14	19	45	32	47	27	53	33	0	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	36	151	21994	100	100	92	692	699	673	3	2	10	29	21	36	68	73	52	0	4	3
Non-Economically Disadvantaged	459	2657	48960	94	95	100	698	708	694	3	1	3	14	11	18	72	72	67	11	15	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Desert Ridge High

	Mathematics			Reading			Writing	
02-03	56			78			87	
03-04		61			75			79
04-05			82			83			82
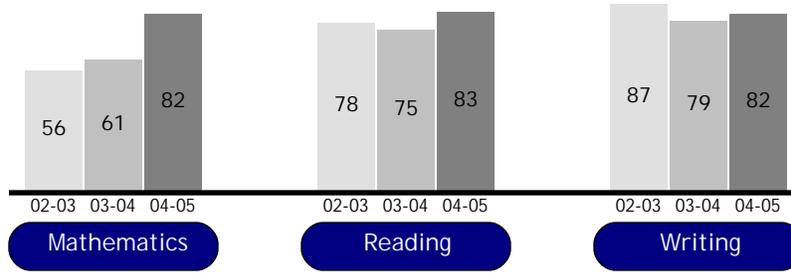
The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

Desert Ridge High

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?	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 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.

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

Desert Ridge High

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	98	55	53	41	92	47	NA	42	99	59	61	51
	Language	99	55	55	42	91	50	52	42	99	56	59	50
	Mathematics	99	76	77	60	91	70	75	63	99	60	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/

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."

Desert Ridge High

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	Ü Curricular Issues
1 Non-certified Employee(s)	Ü Parent & School Relations
2 Teacher(s)	Ü Extracurricular Activities
6 Parent(s)	Ü Community Involvement
0 Community Member(s)	Ü School Improvement Process
2 Student(s)	Ü School Safety Oversight

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	119.00
Other Professional Staff	9.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	41	7	0	0
4 to 6 years	17	7	0	0
7 to 9 years	9	12	0	1
10 or more years	9	15	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	405
Teachers with Emergency Certificaton.	23
Percent of teachers in the school with Emergency/Provisional Certification	19%
Percent of core classes not taught by Hightly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

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

Social Services

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

Desert Ridge High

School Achievements/Accomplishments 2004-05

Ü Desert Ridge wins 4A regional honors in track and cross country. First ever individual State champion in girls'track. Wrestling qualified for the state tournament. DRHS moves up to 5A athletic and interscholastic competition for 2005.

Ü Band, Orchestra and Chorus all received excellent and superior in state competitions. All three groups earn excellent or above ratings in the California 'Heritage Festivals'.Chorus invited to be opening performer for visiting college choirs.

Ü Special Education department "Best Buddies" chapter receives recognition as Outstanding Chapter in 2005. This student award, which teams students from regular and special education places the group within the top 10 Best Buddies in the country.

Ü Gilbert Public Schools and Desert Ridge High School expands grant from Intel Corp to carry the national pre-engineering program, 'Project Lead the Way'. Desert Ridge is the first Arizona high school to carry this prestigious program.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	94	95	94	95
Transfers Out Rate[5]	12	12	12	17
Transfers In Rate[6]	17	28	28	37
Stability Rate [7]	88	87	87	82
Promotion Rate [8]	98	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	0	0	1	6
Status Unknown[11]	0	0	1	4
Graduation Rate[12]	NA	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

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, weapons and harrassment. All such incidents are automatically refered to the police. 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 for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

76

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	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	Clarin 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 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.

Desert Ridge High

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 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.