

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

33401 N. 56th Street, Cave Creek, AZ 85331

Cave Creek 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>

#### Elementary Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Ms. Ann Orlando  
 Schedule : 7:30 AM to 4:30 PM  
 Grades : 6-8  
 2004 Enrollment : 739  
 Web Address : www.ccusd93.org  
 Phone Number : (480) 575-2300  
 Fax Number : (480) 488-7059  
 E-mail : aorlando@ccusd93.org

### Mission

Desert Arroyo is a member of Accelerated Schools Plus, a national school improvement model based at UCONN's NHEAG School, a national center for gifted education. Desert Arroyo focuses on gifted-quality instruction for all, reflective instructional practice, and a data-sensitive national model for continuous improvement. A respect-centered climate, character education, community partnerships, and strong family involvement support student achievement goals in this dynamic learning community.

### School / Academic Goals

- ü To extend Desert Arroyo's commitment to gifted quality instruction for all through clustering, 'push-in' programs, constructivist approaches, differentiated learning, reflective practice, service learning, and student interest-based Academies.
- ü To increase student achievement in reading and writing through a standards-aligned workshop approach and targeted middle school literacy strategies; to design program specific professional development initiatives.
- ü To increase student achievement in mathematics through continued use of a reform mathematics program (The Connected Math Project) that focuses on goal-setting, increased mathematical thinking, and articulation of deep conceptual understanding.
- ü To extend the advantages of a respect-centered campus climate in advancing academic achievement and personal growth through character education, service learning, bully prevention, diversity awareness, and increased parent and community partnerships.

### Enrollment

October 1, 2003 School Year Student Enrollment : 663  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2003-04 : 6

Instructional Programs

- Powerful Learning (Accelerated Schools)
- Workshop Approach in Reading and Writing
- Reform Mathematics Program (CMP)
- Differentiated Learning/Instruction
- E-Learning Initiatives
- Gifted Learning Opportunities for all
- Academic Recovery Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Desert Arroyo sets high expectations for academic achievement, personal development, and citizenship. Creating 'raving fan customers' is the standard for communication with parents. Contacts include weekly academic progress reports, access to teacher websites and homework hotline, a comprehensive crisis plan to ensure safety, distribution of policies/handbooks, a monthly newsletter, and ongoing use of print and electronic means of communication.

Parents

Desert Arroyo expects parents to ensure regular attendance; support academic success through the use of electronic weekly progress reports, homework hotline/teacher web sites, and student planners; to maintain communication via print and electronic means, and to stay involved in their child's education through participation in essential classroom activities, active membership in PTSO, chaperoning field trips, and through weekly participation in Accelerated Schools' school improvement cadres.

Transportation Policy

CCUSD provides bus transportation for all students residing more than one-half mile from an elementary campus or more than a mile from a secondary school within the district's 144 square mile area. Special education transportation is also provided.

School Honors

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

Award/Honor	Year
• 3 National Board Certified Teacher; 2 NBPTS Candidates	2001
• 2 National Board Certified Teachers; 1 NBPTS Candidate	2002
• 2 Teachers Nominated for Disney Teacher of the Year	2003
• 2 Candidates for National Board Certification	2003

8th 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	219	430	75001	100	100	99	495	493	468	13	16	37	44	44	36	22	22	16	21	19	10
All Students (Prior Year)	197	411	71167	99	100	99	479	475	463	23	24	38	50	50	41	17	17	14	10	9	7
Female	116	230	36846	100	100	99	486	490	468	15	14	36	50	49	38	21	22	16	14	15	10
Male	101	198	37974	96	100	99	505	496	467	12	17	39	35	37	34	23	22	16	30	24	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	11	28	26675	100	100	98	471	475	448	33	28	52	33	44	34	33	17	10	0	11	4
Asian/Pacific Islander	NC	NC	1575	NC	NC	99	NC	NC	504	NC	NC	18	NC	NC	33	NC	NC	20	NC	NC	29
American Indian/Alaskan Native	--	NC	4731	--	NC	98	--	NC	438	--	NC	61	--	NC	30	--	NC	7	--	NC	2
White	203	393	37785	99	100	99	495	494	482	13	15	25	43	43	39	22	23	21	21	19	15
Students with Disabilities	NC	29	8802	NC	100	100	NC	447	418	NC	52	79	NC	43	16	NC	5	3	NC	0	1
Students without Disabilities	211	401	66199	100	100	99	496	495	472	12	14	34	44	44	38	22	23	17	21	20	11
Limited English Proficient Students	NC	10	11710	NC	100	100	NC	NA	429	NC	NA	70	NC	NA	25	NC	NA	4	NC	NA	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	13	21	29814				483	476	448	17	23	53	50	46	33	33	31	10	0	0	4
Non-Economically Disadvantaged	206	409	45170				495	493	479	13	15	28	44	43	38	22	22	20	22	20	14

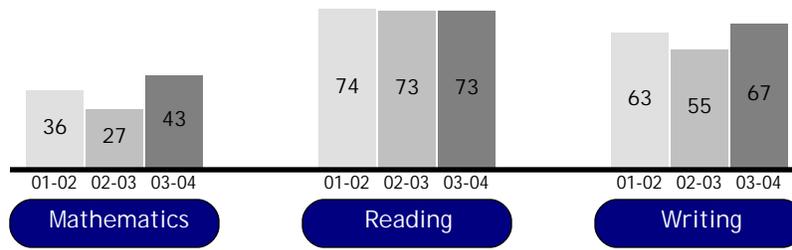
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	221	433	74918	100	100	99	525	522	497	10	12	32	18	17	19	43	44	35	30	27	15
All Students (Prior Year)	190	403	71100	96	98	99	518	514	502	10	13	25	17	18	21	53	51	40	20	18	15
Female	116	231	36805	100	100	99	524	523	501	11	10	28	16	15	19	43	47	37	30	28	16
Male	103	200	37936	98	100	99	527	521	493	8	13	35	20	19	18	43	41	33	29	26	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	11	28	26645	100	100	98	512	515	478	0	20	46	25	15	20	50	40	27	25	25	6
Asian/Pacific Islander	NC	NC	1571	NC	NC	99	NC	NC	521	NC	NC	18	NC	NC	15	NC	NC	38	NC	NC	30
American Indian/Alaskan Native	--	NC	4729	--	NC	98	--	NC	468	--	NC	57	--	NC	19	--	NC	19	--	NC	4
White	205	396	37773	100	100	99	526	522	511	10	11	20	17	17	18	43	44	41	30	28	21
Students with Disabilities	10	32	8801	91	100	100	483	471	448	38	52	75	38	21	13	13	21	10	13	7	2
Students without Disabilities	211	401	66117	100	100	99	527	526	501	8	9	28	17	17	19	45	46	37	30	29	16
Limited English Proficient Students	NC	10	11706	NC	100	100	NC	NA	454	NC	NA	71	NC	NA	16	NC	NA	12	NC	NA	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	14	22	29785				504	494	477	0	19	47	38	25	20	50	44	26	13	13	6
Non-Economically Disadvantaged	207	411	45115				526	523	508	10	11	23	17	17	18	43	44	39	30	28	20

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	222	435	74503	100	100	99	523	525	491	6	5	9	27	27	32	50	52	51	17	16	8
All Students (Prior Year)	196	406	69001	99	98	96	502	502	490	7	8	17	38	36	37	54	55	45	1	1	1
Female	116	232	36686	100	100	99	538	538	506	5	4	5	22	22	29	51	54	57	23	19	9
Male	104	201	37644	99	100	98	507	510	476	7	6	13	32	32	36	49	50	45	12	12	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	11	28	26500	100	100	97	427	479	467	25	10	13	50	40	39	25	40	44	0	10	4
Asian/Pacific Islander	NC	NC	1566	NC	NC	99	NC	NC	537	NC	NC	5	NC	NC	23	NC	NC	55	NC	NC	18
American Indian/Alaskan Native	--	NC	4695	--	NC	97	--	NC	464	--	NC	14	--	NC	39	--	NC	44	--	NC	3
White	206	398	37606	100	100	99	524	527	508	5	5	6	26	26	28	51	53	56	18	16	10
Students with Disabilities	11	33	8662	100	100	100	373	399	409	73	53	37	18	31	42	9	16	20	0	0	1
Students without Disabilities	211	402	65841	100	100	98	531	535	499	2	1	7	27	26	32	52	55	53	18	17	8
Limited English Proficient Students	NC	10	11608	NC	100	100	NC	NA	430	NC	NA	23	NC	NA	47	NC	NA	28	NC	NA	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	14	22	29587				505	490	465	13	6	14	50	50	40	13	31	43	25	13	4
Non-Economically Disadvantaged	208	413	44898				524	526	507	5	5	7	26	26	28	52	53	55	17	16	10

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)

8th 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
6	Reading	97	75	70	49	99	71	69	53	100	76	NA	56
	Language	97	66	59	42	99	64	62	45	100	67	63	48
	Mathematics	97	81	79	58	99	75	74	62	100	79	80	66
7	Reading	98	70	69	48	99	72	69	51	99	71	NA	54
	Language	98	71	70	51	100	76	72	54	99	76	74	58
	Mathematics	98	75	73	54	99	74	74	58	99	74	72	62
8	Reading	97	71	68	49	99	70	68	53	100	74	NA	55
	Language	97	75	70	46	99	66	65	49	100	73	71	52
	Mathematics	98	81	78	54	99	69	71	58	100	74	76	61

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

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

Council Duties

- Ü Academic Program Issues
- Ü Parent/Community Involvement
- Ü Technology: Training/Integration
- Ü School Climate/Safety
- Ü Extracurricular Activities
- Ü School/Business Partnerships

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	36.50
Other Professional Staff	3.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	4	0	0	0
7 to 9 years	5	3	0	0
10 or more years	5	8	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	30
Core academic classes taught by Highly Qualified (NCLB) teachers.	86
Teachers with Emergency Certificaton.	4.25

Resources Available at School Site

Special Facilities

- Ü 20-acre Desert Education Preserve
- Ü Classroom Computers & Mini-Computer Labs
- Ü Closed-circuit TV/Computer Network
- Ü Library Media Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Jazz Band/Rock Group/Musical Theater
- Ü Student Leadership
- Ü 3-Season Sports Program
- Ü Art Club
- Ü Builders' Club
- Ü Yearbook
- Ü Drama Club

Social Services

- Ü Summer School Program
- Ü Community Education Pre-Schools (2)
- Ü Academic Recovery Programs
- Ü Love & Logic Parenting Classes
- Ü Summer Sports/Leisure Camps
- Ü Hispanic Liaison Services
- Ü Parent Teacher Student Organization
- Ü Homework Assistance Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Desert Arroyo successfully implemented the second year of the district-adopted Connected Math Project, a reform math program focused on deep conceptual understanding. Sustained professional development provided support for successful implementation.
- ü To extend literacy goals, Desert Arroyo used a year-long staff book study (Tovani's I Read It but I Don't Get It) to implement, across all content areas, specific reading strategies designed to increase young adolescent comprehension skills.
- ü Increased e-learning strategies and integration of interactive technology into core instruction and AIMS intervention program. Used grant funding for special technology initiatives, including a Claymation literacy project.
- ü Increased parent and community involvement in essential classroom activities, in school improvement initiatives, and in co-curricular programs (SURVIVOR!) focusing on student goal-setting, problem solving, and leadership.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	98	98	98	94
Retention Rate <sup>9</sup>	1	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

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	71	64
Grades 6-7	68	62
Grades 7-8	71	69

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 Arroyo uses a respect-centered model for communication and discipline. MiniTown, Peer Mediation, service learning, an anti-bullying program, and a comprehensive competency-based guidance program foster character education, conflict resolution, and effective leadership. A comprehensive crisis management plan ensures a safe learning environment. A School Resource Officer engages students in regular law-related education modules.

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) :

1

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	Ann Orlando	(480) 575-2305
Transportation Policy	Tom Elliott	(480) 575-2020
Community Resources	Evelyn Holbrook	(480) 575-2070
School Nutrition Programs	Jeff Stempak	(480) 575-2437
Parent Organization	Fran Arentsen	(480) 515-5868
Student Health/Nurse	Amy Baird	(480) 575-2302

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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