

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

777 N. Desert Breeze Blvd. East, Chandler, AZ 85226

### Kyrene Elementary 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	Maintaining

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

#### School Overview

Principal/Administrator : Mrs. Gerri Shaw  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : 6-8  
 2004 Enrollment : 1147  
 Web Address : www.kyrene.org  
 Phone Number : (480) 783-2200  
 Fax Number : (480) 940-0657  
 E-mail : gshaw@kyrene.org

#### Mission

Aprende's mission is committed to academic excellence. Recognizing the unique social, emotional, and academic needs of early adolescents, Aprende provides an environment that fosters academic learning, personal growth, and community contributions.

#### 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 / Academic Goals

- ü A primary goal is for all students to be proficient in math. Sixth grade students have ninety minutes of math instruction daily. Seventh and eighth grade students, needing assistance, have additional instruction in math. Tutoring is also provided.
- ü Reading proficiency is a goal. To improve skill in functional reading, social studies, science, and math teachers have been trained in reading strategies. LA teachers assess and target reading fluency and comprehension for improvement.
- ü A third goal is to improve students' writing. All teachers have been trained in the six traits writing rubric. LA teachers developed a plan to teach the traits. Content area teachers emphasize writing and score writing based on specific traits.
- ü A fourth goal is for teachers to utilize assessment for learning. A focus is on formative testing and adjusting curriculum to meet student needs. Training will be provided on appropriate tools for assessment.

#### Enrollment

October 1, 2003 School Year Student Enrollment : 1158  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 110

Instructional Programs

- ü Technology Based Learning
- ü 90 Minutes of Math at Sixth grade
- ü Advanced Classes (Language Arts/Math)
- ü Art
- ü Performing Arts Programs
- ü Family and Consumer Science
- ü Additional Math Support Class 7,8
- ü Multi Media Classes

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Aprende invites parents and students to 'Curriculum Night' before school begins. Teachers present an overview of the curriculum, class expectations, and grading policy for each class. Parents are notified of progress through progress reports and quarterly grade reports. Teacher websites, email, and the Jagwire are used for communication. Students receive the school handbook and review academic and behavior expectations during the first week of school.

Parents

Learning is a partnership that involves parents. Parents are encouraged to establish a time and place for homework. Parents are encouraged to communicate with their child's teacher if there is a concern. Parents are asked to review the student handbook and assist the school by encouraging their children to follow the guidelines. Parent volunteers are welcome at school.

Transportation Policy

Kyrene School District provides bus transportation for students who live one and one-half miles or more from the school or who live where there are hazards, such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

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

Award/Honor	Year
ü Math Counts Team-5th in AZ State Finals	2004
ü National History Day Finalists-US Nationals	2004
ü National Geography Bee- AZ State Finalist	2004
ü Spelling Bee Finalist	2004

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	378	2334	75001	98	100	99	502	495	468	16	18	37	34	38	36	26	24	16	23	20	10
All Students (Prior Year)	341	2099	71167	98	97	99	489	484	463	19	22	38	37	42	41	29	23	14	15	13	7
Female	217	1180	36846	100	100	99	504	496	468	16	17	36	33	38	38	27	25	16	24	19	10
Male	161	1153	37974	96	100	99	498	495	467	17	19	39	35	37	34	26	23	16	23	21	11
African American	21	143	3720	100	100	98	466	456	446	30	43	53	50	40	33	20	10	9	0	7	4
Hispanic	46	283	26675	88	97	98	463	469	448	36	37	52	38	36	34	20	16	10	7	11	4
Asian/Pacific Islander	32	158	1575	100	100	99	534	532	504	20	9	18	17	24	33	23	22	20	40	44	29
American Indian/Alaskan Native	NC	37	4731	NC	97	98	NC	454	438	NC	41	61	NC	41	30	NC	19	7	NC	0	2
White	267	1699	37785	98	100	99	510	500	482	10	13	25	34	39	39	29	27	21	27	21	15
Students with Disabilities	32	191	8802	74	96	100	417	435	418	77	66	79	19	24	16	0	3	3	3	8	1
Students without Disabilities	346	2143	66199	100	100	99	509	499	472	11	15	34	35	39	38	29	26	17	25	21	11
Limited English Proficient Students	NC	43	11710	NC	91	100	NC	419	429	NC	71	70	NC	21	25	NC	7	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	28	210	29814				449	450	448	41	49	53	48	37	33	11	10	10	0	4	4
Non-Economically Disadvantaged	350	2124	45170				506	499	479	14	15	28	33	38	38	28	25	20	25	22	14

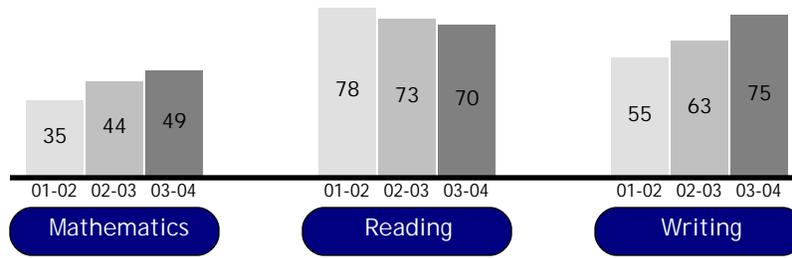
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	378	2334	74918	98	100	99	522	522	497	16	14	32	14	13	19	41	44	35	29	28	15
All Students (Prior Year)	336	2114	71100	97	97	99	525	523	502	14	12	25	13	14	21	41	46	40	32	28	15
Female	217	1179	36805	100	100	99	526	525	501	13	12	28	11	12	19	47	47	37	29	29	16
Male	161	1154	37936	96	100	99	518	519	493	19	17	35	18	14	18	34	42	33	29	27	14
African American	21	143	3719	100	100	98	485	495	481	30	34	43	15	18	21	55	35	29	0	13	7
Hispanic	46	283	26645	88	97	98	496	498	478	24	30	46	29	17	20	33	38	27	13	16	6
Asian/Pacific Islander	32	159	1571	100	100	99	541	546	521	13	6	18	10	7	15	27	36	38	50	51	30
American Indian/Alaskan Native	NC	37	4729	NC	97	98	NC	489	468	NC	32	57	NC	22	19	NC	38	19	NC	8	4
White	267	1698	37773	98	100	99	530	527	511	11	10	20	12	13	18	44	47	41	33	30	21
Students with Disabilities	32	191	8801	74	96	100	444	461	448	68	63	75	29	18	13	3	15	10	0	4	2
Students without Disabilities	346	2143	66117	100	100	99	530	527	501	11	11	28	13	13	19	45	46	37	32	30	16
Limited English Proficient Students	NC	43	11706	NC	91	100	NC	439	454	NC	86	71	NC	14	16	NC	0	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	28	211	29785				483	488	477	44	41	47	11	18	20	41	30	26	4	11	6
Non-Economically Disadvantaged	350	2123	45115				526	525	508	13	12	23	14	13	18	41	46	39	31	30	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	376	2330	74503	98	100	99	518	517	491	6	4	9	19	23	32	66	62	51	9	10	8
All Students (Prior Year)	343	2067	69001	99	95	96	504	508	490	11	8	17	26	27	37	62	63	45	1	2	1
Female	217	1179	36686	100	100	99	533	533	506	3	2	5	13	16	29	72	70	57	11	12	9
Male	159	1150	37644	95	100	98	497	501	476	10	7	13	26	30	36	58	55	45	6	9	6
African American	20	143	3677	95	100	97	473	491	475	16	7	12	26	33	36	58	53	46	0	7	5
Hispanic	46	283	26500	88	97	97	483	476	467	7	11	13	33	33	39	58	52	44	2	3	4
Asian/Pacific Islander	32	158	1566	100	100	99	544	559	537	3	2	5	10	14	23	73	62	55	13	22	18
American Indian/Alaskan Native	NC	37	4695	NC	97	97	NC	477	464	NC	5	14	NC	43	39	NC	49	44	NC	3	3
White	266	1695	37606	98	100	99	528	524	508	4	3	6	17	21	28	68	65	56	11	11	10
Students with Disabilities	32	192	8662	74	96	100	394	419	409	45	28	37	32	46	42	23	26	20	0	0	1
Students without Disabilities	344	2138	65841	100	100	98	529	524	499	3	3	7	17	21	32	70	65	53	10	11	8
Limited English Proficient Students	NC	43	11608	NC	91	100	NC	419	430	NC	29	23	NC	50	47	NC	21	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	27	211	29587				483	470	465	8	12	14	35	36	40	54	47	43	4	4	4
Non-Economically Disadvantaged	349	2119	44898				520	521	507	6	4	7	17	22	28	67	64	55	10	11	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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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	94	68	68	49	96	71	74	53	99	71	NA	56
	Language	93	61	61	42	99	62	65	45	99	59	65	48
	Mathematics	95	80	80	58	98	84	84	62	99	85	84	66
7	Reading	90	74	67	48	94	72	73	51	98	73	NA	54
	Language	90	78	72	51	98	75	76	54	98	74	77	58
	Mathematics	90	85	75	54	95	83	78	58	98	81	80	62
8	Reading	94	66	63	49	93	71	71	53	95	71	NA	55
	Language	94	66	66	46	97	70	69	49	96	66	70	52
	Mathematics	94	72	69	54	95	81	75	58	95	80	75	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)
- 3 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Centerpoint for Communication
- Ü Evaluate parent feedback from survey
- Ü Safety and Respect Focus
- Ü Student Achievement Focus
- Ü Assistance with school initiatives

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	59.40
Other Professional Staff	4.00	Teacher Aide	7.50

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	5	0	0
4 to 6 years	6	13	0	0
7 to 9 years	3	11	0	0
10 or more years	2	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	34
Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Networked Multimedia Labs/Classrooms
- Ü Gym/Multipurpose Facility
- Ü Media Center/Library

Extracurricular Activities

- Ü Learning Lab for Academic Assistance
- Ü Middle School Athletics
- Ü Student Council
- Ü National Junior Honor Society
- Ü Math Counts Team
- Ü Peer Mediation
- Ü Volleyball club
- Ü Jag\*TV

Social Services

- Ü Afterschool Program
- Ü Lunch Programs
- Ü Counseling Services
- Ü Community Classes
- Ü Access- District Family Resource Center
- Ü Health Services
- Ü Prevention Specialist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The goal for increasing the percentage of proficient math students exceeded expectations at sixth grade. A math warm-up program was developed and used by all sixth grade teachers. Math tutoring was also provided.
- ü All staff participated in integrating writing goals into their curriculum. All staff assisted in scoring formative writing tests. Results from data gathered indicated an improvement in the focus targets addressed.
- ü The percentage of proficient students increased in sixth and eighth grades, while novice students decreased, which met school goals. Math, social studies, and science teachers were trained in using reading strategies in their content areas.
- ü Teachers increased their use of technology in teaching. Students had multiple opportunities to use media labs for research, and to create products.

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>	--	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

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	81	88
Grades 6-7	71	70
Grades 7-8	70	77

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

The number of incidents reported above occurred during school hours and was related to student safety. Aprende has a school resource officer on campus daily who works with students proactively in the classroom, talking with them about making good choices. Potential problems are immediately reported to the officer. Additionally, there are a number of programs designed to create a safe and positive environment including Character Counts, Second Step, Peer Mediation, and Mini Town.

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) :

10
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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	Gerri Shaw	(480) 783-2200
Transportation Policy	Chuck Lee	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4177
School Nutrition Programs	Lori Turner	(480) 783-2200
Parent Organization	Lisa Reno	(480) 783-2200
Student Health/Nurse	Judy Petroff	(480) 783-2200

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