



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1155 E. Rose Lane, Phoenix, AZ 85014

Madison 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 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Dr. Linda Califano
Schedule : 8:00 AM to 4:30 PM
Grades : Pre-K-4
2004 Enrollment : 844
Web Address : www.ms38.org
Phone Number : (602) 664-7400
Fax Number : (602) 664-7499
E-mail : lcalifano@msd38.org

Mission

Rose Lane School is dedicated to maintaining a consistent, nurturing learning environment that allows individual students to successfully develop positive attitudes to achieve their full potential academically, emotionally, physically and creatively.

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

- Students will become independent readers and skilled writers who comprehend and write well in a variety of genres.
Students will use multiple approaches to solve a variety of math problems and answer procedural questions.
The Rose Lane community will have a safe, orderly place to work.
Continue excellent communication between teachers and parents.

Enrollment

October 1, 2003 School Year Student Enrollment : 842
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 272

Instructional Programs

- ü Balanced Constructivist Math Program
- ü Strong Literacy Program
- ü Inquiry Based Science Program
- ü Reading Recovery -- First Grade
- ü Master and Mentor Teachers
- ü Program for English Language Learners
- ü Gifted Program for Enrichment
- ü Extended Day and Preschool Avail.

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 27 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Teachers are responsible for communicating student achievement and progress to parents on a regular basis. Teachers report to parents formally four times a year. Conferences between parents and teachers are held twice a year, in the fall and spring. Teachers communicate frequently via class letters, emails, phone calls and notes home. All classrooms are equipped with telephones with voice messaging capabilities for ease in communication between school and home.

Parents

Parents are expected to take an active role in their child's education. This means overseeing homework, checking responsibility charts, encouraging reading, attending conferences, maintaining punctuality, and communicating with the teacher regularly.

Transportation Policy

Students are expected to walk one-half mile. Bus transportation is provided to those students who qualify. Walking distances to school and bus stops will be governed by major crosswalks, safety factors & the population density of a given area.

School Honors

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

Award/Honor	Year
ü Arizona Title 1 Distinguished School	2003
ü Arizona Teacher of the Year Ambassador	2003
ü Phoenix Arts Grant Awards-1995-2003	2003
ü Madison District Teacher of the Year	2002

3rd 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	152	569	75509	99	100	100	525	542	521	10	8	13	18	15	23	42	35	33	30	43	31
All Students (Prior Year)	165	607	75372	99	100	100	540	545	523	6	4	9	12	12	25	46	37	36	37	47	30
Female	89	287	37013	100	100	100	525	541	522	9	9	12	23	16	24	37	32	33	32	43	31
Male	63	281	38430	98	100	99	525	543	521	11	7	14	11	14	22	49	38	33	28	42	31
African American	15	34	3660	100	100	99	520	521	496	0	7	24	33	30	31	42	40	28	25	23	18
Hispanic	44	184	30486	100	100	99	509	514	505	24	17	18	14	20	29	34	35	32	28	28	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	10	31	4075	100	100	100	497	503	486	20	23	28	20	23	34	60	35	26	0	19	12
White	79	313	35192	98	99	99	534	558	534	5	3	8	18	11	19	42	34	35	35	52	39
Students with Disabilities	NC	62	9708	NC	100	100	NC	538	489	NC	0	32	NC	0	27	NC	78	24	NC	22	17
Students without Disabilities	143	507	65801	99	99	98	525	542	525	10	8	11	19	15	23	40	34	34	31	43	33
Limited English Proficient Students	14	69	16928	61	76	100	NA	373	485	NA	100	29	NA	0	33	NA	0	26	NA	0	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	74	256	36411				515	511	503	14	15	19	25	25	29	34	36	32	27	24	20
Non-Economically Disadvantaged	78	313	39040				532	561	534	7	3	8	13	9	19	47	34	34	33	54	39

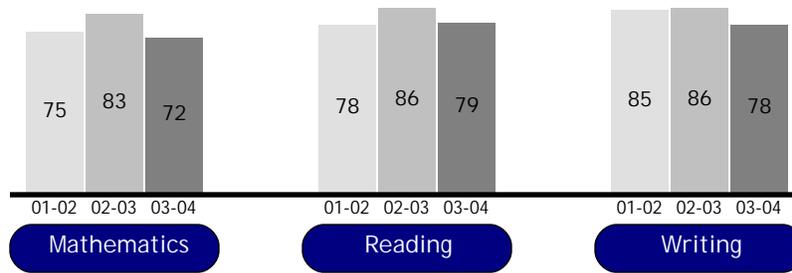
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	567	75492	99	100	100	528	531	519	5	6	12	15	12	16	46	46	47	33	36	24
All Students (Prior Year)	167	607	75221	100	100	100	535	535	523	3	4	8	11	9	16	54	54	56	32	33	21
Female	89	286	37014	100	99	100	529	534	523	5	6	10	13	9	15	48	45	48	34	41	27
Male	63	281	38400	98	100	99	527	528	516	6	7	14	19	15	17	43	46	47	32	32	21
African American	15	34	3665	100	100	99	524	518	505	0	7	20	33	30	22	42	40	43	25	23	14
Hispanic	44	183	30438	100	100	99	522	517	508	10	14	17	21	14	21	41	52	47	28	20	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	10	31	4081	100	100	100	506	500	498	20	16	25	20	32	26	60	48	40	0	3	8
White	79	314	35177	98	99	99	532	540	528	3	2	8	10	7	13	47	44	49	40	47	31
Students with Disabilities	NC	63	9707	NC	100	100	NC	521	495	NC	20	33	NC	0	21	NC	50	33	NC	30	13
Students without Disabilities	143	504	65785	99	98	98	528	531	522	5	6	10	16	12	16	46	46	49	33	36	26
Limited English Proficient Students	14	71	16905	61	78	100	NA	425	489	NA	100	34	NA	0	28	NA	0	32	NA	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	74	257	36302				519	511	507	7	13	18	20	20	21	50	51	46	23	16	14
Non-Economically Disadvantaged	78	310	39164				535	543	528	4	2	8	12	7	13	43	43	48	41	48	31

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	152	564	75053	99	99	99	576	611	597	4	2	7	19	13	12	76	76	72	2	9	9
All Students (Prior Year)	158	592	73654	95	97	99	537	540	530	3	3	9	11	9	13	80	80	70	6	8	7
Female	89	285	36872	100	99	99	591	627	621	1	1	5	18	10	9	78	77	74	3	11	12
Male	63	279	38109	98	99	99	555	594	573	8	3	10	21	15	14	72	75	69	0	7	6
African American	15	34	3636	100	100	99	542	572	568	8	7	12	25	17	16	67	77	67	0	0	6
Hispanic	44	181	30235	100	99	98	543	571	575	7	3	9	21	19	14	72	72	70	0	6	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	10	31	4044	100	100	99	523	552	550	10	6	13	50	29	17	40	65	66	0	0	4
White	79	313	35028	98	99	99	598	635	613	1	1	6	13	8	10	84	80	73	1	12	11
Students with Disabilities	NC	63	9625	NC	100	100	NC	595	530	NC	0	21	NC	33	21	NC	56	55	NC	11	4
Students without Disabilities	143	501	65428	99	98	98	575	611	604	4	2	6	19	12	11	76	77	73	2	9	10
Limited English Proficient Students	14	70	16765	61	77	100	NA	NA	525	NA	NA	17	NA	NA	20	NA	NA	60	NA	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	74	254	36077				560	561	566	9	5	10	21	19	16	66	73	69	4	2	5
Non-Economically Disadvantaged	78	310	38950				588	640	618	0	0	5	17	9	9	83	78	73	0	13	12

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

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd 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
2	Reading	97	60	54	44	67	49	54	50	96	59	NA	58
	Language	97	55	52	39	99	48	49	43	97	54	56	50
	Mathematics	97	62	63	52	100	55	63	57	98	61	67	64
3	Reading	92	45	53	43	99	60	59	47	100	61	NA	55
	Language	92	57	63	50	100	66	67	54	99	67	71	61
	Mathematics	93	63	63	50	100	68	65	54	100	63	71	61
4	Reading	94	64	61	47	99	61	62	52	100	68	NA	56
	Language	93	61	58	45	98	57	59	48	100	62	62	52
	Mathematics	94	71	64	52	99	76	70	57	100	81	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)
- 5 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development and Support
- Ü Parent/Educator Relations
- Ü Student Discipline
- Ü Special Arts Programs
- Ü Continual School Improvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	44.69
Other Professional Staff	2.80	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	1	1	0
4 to 6 years	4	1	0	0
7 to 9 years	1	7	0	0
10 or more years	5	13	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 39  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 111  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü PC Computer Lab
- Ü Media Center/Library
- Ü Computers in Classrooms
- Ü P.E. Room

Extracurricular Activities

- Ü Math and Reading Tutors
- Ü Friendly Helpers
- Ü Honors Art Club
- Ü Morning Broadcast Team
- Ü Friendly Readers
- Ü Yoga for Kids
- Ü Recycling
- Ü Mad Science

Social Services

- Ü Counseling Services
- Ü Breakfast Program
- Ü Afterschool Program with Transportation
- Ü Parenting Classes
- Ü Mobil Dental Clinic
- Ü Parent Welcome Center
- Ü Registered Nurse

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Rose Lane students succeed in reading as measured by the Stanford 9. Second graders scored at the 57th percentile, third graders scored at the 61st percentile and fourth graders scored at the 68th percentile!
- ü Rose Lane students succeed in math as measured by the Stanford 9. Second graders scored at the 61st percentile, third graders scored at the 63rd percentile and fourth graders scored at the 80th percentile!
- ü Rose Lane students succeed in language as measured by the Stanford 9. Second graders scored at the 54th percentile, third graders scored at the 66th percentile and fourth graders scored at the 61st percentile!
- ü Rose Lane third grade students mastered the State Standards. Seventy-nine percent of the third grade students met or exceeded the state standards in writing on the spring AIMS test.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	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)	0	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 2-3	75	73
Grades 3-4	81	84

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

Our goals and belief statements reflect a staunch commitment to campus safety. Our crisis plan is updated and reviewed annually. All entrances, except the office front door, are locked during school hours. All district personnel visibly wear ID badges. Visitors to campus must sign-in and wear a temporary badge while on campus. Staff are trained to question anyone on campus who does not have the proper identification. Safety drills, such as fire drills, are held regularly.

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) :

0

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	Linda Califano	(602) 664-7400
Transportation Policy	Betty Newman	(602) 664-7701
Community Resources	Judy O'Brien	(602) 664-7403
School Nutrition Programs	Kathy Schlagel	(602) 664-7400
Parent Organization	L. Mauck and Joe Hanss	(602) 664-7400
Student Health/Nurse	Marnie Richardson	(602) 664-7420

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).

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