



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4101 W. Hardy Rd, Tucson, AZ 85742

Marana 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	Highly Performing
2002-03	Excelling
2001-02	Improving

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

### School Overview

Principal/Administrator : Mrs. Jane M. D'Amore  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : 7-8  
 2004 Enrollment : 1059  
 Web Address : www.maranausd.org/tm  
 Phone Number : (520) 579-4600  
 Fax Number : (520) 579-4646  
 E-mail : j.m.damore@maranausd.org

### Mission

Our mission is to provide students with instruction grounded in standards-based curriculum, promote lifelong learning and foster a strong academic foundation that empowers each student to develop a personal vision and plan for their future.

### 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 Tortolita will provide standards-based instruction in a variety of modalities. Our staff is committed to providing each student the opportunity to achieve curriculum standards and successfully meet and exceed Arizona State Standards.
- ü Tortolita will foster a disciplined environment conducive to learning. Students will practice good decision-making while demonstrating model school citizenship skills.
- ü Tortolita will provide a wide variety of student-centered activities to foster social and emotional development including after school academic and social programs, sports competitions and events, and community sponsored learning activities.
- ü Tortolita will provide opportunities for service learning and community outreach for all students to promote social responsibility and civic duty.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1132  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 60

Instructional Programs

- Ü Standards-Based Instruction
- Ü Integrated Curriculum
- Ü On-site Special Education
- Ü Gifted Education
- Ü Teaming Model
- Ü Middle School Philosophy
- Ü Research-Based Instruction

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	7 hours 6 minutes
First Day of School :	8/10/2004
Last Day of School :	5/19/2005

Shared Responsibilities

School

Tortolita takes pride in maintaining parent/school communication. Our team-centered organizational structure guarantees an optimal learning environment. Teams continually evaluate and assess student progress, and parent communication is a priority. We also provide continuous updates on progress and assessment through on-line assessment data information and an award winning school website designed to keep parents informed.

Parents

Parents must provide their child with a stable, nurturing home environment. We reinforce the importance of regular school attendance. Parents are encouraged to volunteer at school and attend school events. Our parents are involved in district and school level parent organizations which meet the first Monday of each month.

Transportation Policy

Marana district encompasses 550 square miles. Our drivers receive training beyond state requirements. Every effort is made to transport students to and from school in a safe and timely manner. We provide special transportation services for special needs students. We also provide transportation to educational field trips, athletic competitions, music festivals and events and club sponsored activities. We believe students should be exposed to a variety of diverse events and experiences.

School Honors

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

Award/Honor	Year
Ü Top Ten Arizona Teacher of the Year	2003
Ü Arizona Technology in Ed Most Outstanding Website	2004
Ü National Blue Ribbon Award for Excellence	2000
Ü O.M. Hartzell Award for Excellence in Music Education	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	582	1091	75001	99	99	99	477	470	468	25	33	37	43	40	36	20	17	16	11	10	10
All Students (Prior Year)	513	977	71167	100	98	99	477	468	463	22	31	38	52	47	41	18	16	14	8	7	7
Female	295	550	36846	99	99	99	479	472	468	23	30	36	44	41	38	21	18	16	12	10	10
Male	285	536	37974	99	99	99	476	468	467	28	35	39	42	38	34	19	16	16	10	10	11
African American	14	29	3720	100	100	98	458	445	446	43	57	53	43	32	33	7	4	9	7	7	4
Hispanic	136	253	26675	100	100	98	463	456	448	35	45	52	45	38	34	14	12	10	6	6	4
Asian/Pacific Islander	13	20	1575	100	100	99	522	516	504	0	5	18	42	32	33	25	26	20	33	37	29
American Indian/Alaskan Native	10	19	4731	100	100	98	470	447	438	40	58	61	40	32	30	10	5	7	10	5	2
White	409	764	37785	99	98	99	482	475	482	22	28	25	43	41	39	22	19	21	12	11	15
Students with Disabilities	62	130	8802	100	100	100	428	417	418	74	81	79	21	16	16	2	1	3	3	2	1
Students without Disabilities	520	961	66199	98	98	99	483	476	472	19	27	34	46	43	38	22	19	17	12	11	11
Limited English Proficient Students	NC	19	11710	NC	100	100	NC	416	429	NC	86	70	NC	14	25	NC	0	4	NC	0	1
Migrant Students	--	NC	709				--	NC	442	--	NC	57	--	NC	34	--	NC	7	--	NC	2
Economically Disadvantaged	105	287	29814				463	449	448	36	51	53	44	34	33	15	10	10	5	4	4
Non-Economically Disadvantaged	477	804	45170				481	477	479	23	27	28	43	42	38	21	19	20	12	12	14

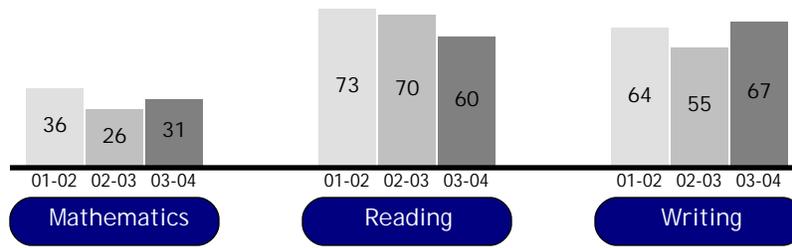
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	581	1086	74918	99	99	99	511	502	497	19	26	32	20	20	19	41	38	35	19	15	15
All Students (Prior Year)	514	984	71100	100	99	99	516	511	502	11	15	25	19	20	21	51	48	40	19	16	15
Female	294	546	36805	99	98	99	515	506	501	14	22	28	22	21	19	44	40	37	20	17	16
Male	285	535	37936	99	99	99	506	499	493	25	30	35	19	19	18	39	37	33	17	14	14
African American	14	29	3719	100	100	98	499	483	481	36	46	43	14	18	21	29	21	29	21	14	7
Hispanic	136	252	26645	100	100	98	500	488	478	23	35	46	25	22	20	40	34	27	12	9	6
Asian/Pacific Islander	13	20	1571	100	100	99	528	527	521	0	5	18	25	16	15	50	53	38	25	26	30
American Indian/Alaskan Native	10	18	4729	100	95	98	503	483	468	30	50	57	0	0	19	50	39	19	20	11	4
White	408	761	37773	99	98	99	514	507	511	18	22	20	20	20	18	42	40	41	21	18	21
Students with Disabilities	62	130	8801	100	100	100	463	453	448	63	71	75	16	14	13	16	13	10	5	3	2
Students without Disabilities	519	956	66117	98	98	99	516	508	501	14	20	28	21	21	19	45	42	37	21	17	16
Limited English Proficient Students	NC	19	11706	NC	100	100	NC	439	454	NC	86	71	NC	0	16	NC	14	12	NC	0	1
Migrant Students	--	NC	706				--	NC	467	--	NC	55	--	NC	22	--	NC	20	--	NC	4
Economically Disadvantaged	104	283	29785				503	485	477	21	36	47	23	24	20	47	35	26	10	5	6
Non-Economically Disadvantaged	477	803	45115				512	508	508	19	23	23	20	19	18	40	39	39	21	19	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	582	1091	74503	99	99	99	520	501	491	6	7	9	28	31	32	53	52	51	14	10	8
All Students (Prior Year)	509	944	69001	99	95	96	501	499	490	7	10	17	38	37	37	55	53	45	0	0	1
Female	295	550	36686	99	99	99	532	514	506	2	3	5	27	28	29	57	58	57	15	11	9
Male	285	536	37644	99	99	98	507	488	476	10	11	13	29	35	36	48	46	45	12	8	6
African American	14	29	3677	100	100	97	504	502	475	7	11	12	36	25	36	43	54	46	14	11	5
Hispanic	136	253	26500	100	100	97	518	493	467	5	7	13	26	33	39	57	53	44	12	7	4
Asian/Pacific Islander	13	20	1566	100	100	99	632	586	537	0	0	5	17	21	23	42	53	55	42	26	18
American Indian/Alaskan Native	10	18	4695	100	95	97	478	453	464	0	0	14	70	72	39	20	22	44	10	6	3
White	409	765	37606	99	98	99	518	503	508	6	7	6	28	30	28	53	53	56	13	10	10
Students with Disabilities	62	130	8662	100	100	100	439	417	409	21	31	37	56	48	42	23	21	20	0	0	1
Students without Disabilities	520	961	65841	98	98	98	529	512	499	4	4	7	25	29	32	56	56	53	15	11	8
Limited English Proficient Students	NC	19	11608	NC	100	100	NC	400	430	NC	14	23	NC	71	47	NC	14	28	NC	0	1
Migrant Students	--	NC	701				--	NC	449	--	NC	17	--	NC	43	--	NC	38	--	NC	1
Economically Disadvantaged	105	286	29587				502	473	465	4	10	14	36	39	40	50	46	43	10	5	4
Non-Economically Disadvantaged	477	805	44898				523	511	507	6	6	7	26	29	28	53	54	55	14	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
7	Reading	91	68	61	48	99	67	62	51	98	62	NA	54
	Language	91	69	64	51	99	68	63	54	98	61	59	58
	Mathematics	93	65	58	54	99	71	64	58	99	67	63	62
8	Reading	93	62	59	49	100	66	61	53	98	61	NA	55
	Language	91	60	57	46	99	62	57	49	99	57	56	52
	Mathematics	95	67	61	54	98	69	61	58	99	69	65	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)
- 15 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü School Safety Issues
- Ü Community Relations
- Ü Schedule Options
- Ü At-risk Committee

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	55.00
Other Professional Staff	8.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	7	5	0	0
10 or more years	12	19	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	43
Core academic classes taught by Highly Qualified (NCLB) teachers.	218
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs
- Ü Library and Multimedia Lab
- Ü Internet Research Lab

Extracurricular Activities

- Ü Fine Arts/Drama/Band/Orchestra/Choir/Art
- Ü Computer/Technology Club
- Ü Student Council/Spanish Club
- Ü National Junior Honor Society
- Ü Kiwanis Sponsored Builders Club
- Ü After School Homework Haven
- Ü After School Tutorial

Social Services

- Ü Peer Mediation
- Ü Crisis Intervention/DARE Officer
- Ü School Safety Probation Officer
- Ü Lunch Program/Advisor-Advisee Program
- Ü Group Counseling Sessions
- Ü Individual Intervention Counseling
- Ü Community Sponsored Group Counseling
- Ü District Social/Mental Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Created an on-site alternative program for at-risk students for 2002-03 school year that integrates technology and basic skills. Students are assessed using a standards-based reporting system.
- ü Tortolita implemented a new schedule which integrates reading across the curriculum and a reading literacy program. Teachers teach reading daily through an integrated approach that promotes reading for understanding and reinforces reading standards.
- ü Tortolita created a student directed website which won a state level award for it's interactive and informative services. It provides a board range of information and services to parents and students.
- ü Tortolita's music program continues to be honored with superior distinctions in band, orchestra and choir. Our extensive program has been honored at both state and local levels for it's creative, excelling performances.

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>	--	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 6-7	65	53
Grades 7-8	67	73

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 staff is trained in various positive discipline techniques. We encourage the use of mentoring programs for students and have an alternative school for students at risk of academic failure. We have 'Teen Court,' a probation officer and a school DARE officer. Our total number of serious incidents on campus has steadily decreased over the past four years.

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) :

35
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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	Jane D'Amore	(520) 579-4600
Transportation Policy	Robert Thomas	(520) 682-4789
Community Resources	Debbie McLean	(520) 616-4526
School Nutrition Programs	Judie Crawford	(520) 682-4770
Parent Organization	Donna Berge	(520) 579-1206
Student Health/Nurse	Judie Crawford	(520) 682-4770

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 200 Copies = \$76.00

\*\* 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.