

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

801 West Southern Avenue, Apache Junction, AZ 85220

Apache Junction 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 LEARNS¹

Elementary Achievement Profile (a)

2003-04	Highly Performing
2002-03	Performing
2001-02	Underperforming

(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	Out of Improvement
2002-03	Year 1
2001-02	N/A

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

School Overview

Principal/Administrator : Mr. Robert Pappalardo
 Schedule : 7:00 AM to 4:00 PM
 Grades : 6-8
 2004 Enrollment : 569
 Web Address : www.ajusd.org
 Phone Number : (480) 982-1110
 Fax Number : (480) 983-4913
 E-mail : rpappala@dsms.ajusd.org

Mission

Our mission is to provide a learning environment that enhances personal growth and development. Our educational programs allow for various learning styles and ensure equal academic opportunities for all students.

School / Academic Goals

- ü All students will be able to read at grade level.
- ü All students will demonstrate proficiency in written communication.
- ü Benchmark tests will be administered quarterly. Students will demonstrate growth in the areas of comprehension, research skills, narrative writing, geometry, and number sense on the school's quarterly benchmark tests.

Enrollment

October 1, 2003 School Year Student Enrollment : 632
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 55

Instructional Programs

- Results-oriented - benchmark testing
- Software Remediation Program
- Extended Learning Programs
- After School Tutoring Program
- Interdisciplinary Teams
- Early Release/Academic Incentive

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 51 minutes
First Day of School :	8/14/2004
Last Day of School :	5/28/2005

Shared Responsibilities

School

Our school assures parents and students of the existence of high academic standards; an integrated curriculum; and a highly trained, certified and caring staff providing the very best teaching, counseling and administrative services possible.

Parents

Parents are asked to encourage their child, supervise homework, communicate with the staff and positively support their child's education. Parents are held responsible for their child's daily attendance and are asked to read and respond to letters and reports sent home.

Transportation Policy

63% of our students are transported. At 2:10, students who have earned early release are transported home. Students who have stayed for full-day or tutoring are transported home at 3:05, and the final run at 5:05 transports our student athletes home.

School Honors

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

Award/Honor	Year
• Family PC Magazine - Top 100 Wired Schools	2000
• Golden Bell Award	2000
• Polly Rosenbaum Writing Contest First, Second Third PI	2003
• Grand Canyon State Games Essay Contest Winners	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	176	456	75001	100	99	99	491	481	468	17	26	37	45	44	36	21	17	16	17	13	10
All Students (Prior Year)	194	447	71167	100	100	99	460	452	463	38	47	38	48	43	41	10	7	14	4	3	7
Female	91	234	36846	100	98	99	489	478	468	20	29	36	44	43	38	18	13	16	18	15	10
Male	85	222	37974	100	99	99	494	484	467	14	22	39	46	46	34	26	22	16	15	10	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	41	84	26675	100	100	98	474	462	448	27	40	52	49	43	34	14	11	10	11	7	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	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	129	353	37785	100	98	99	495	484	482	15	22	25	44	45	39	24	19	21	17	14	15
Students with Disabilities	11	36	8802	92	95	100	NA	422	418	NA	100	79	NA	0	16	NA	0	3	NA	0	1
Students without Disabilities	165	420	66199	100	99	99	491	481	472	17	25	34	45	45	38	21	17	17	17	13	11
Limited English Proficient Students	NC	NC	11710	NC	NC	100	NC	NC	429	NC	NC	70	NC	NC	25	NC	NC	4	NC	NC	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	76	178	29814				483	468	448	24	38	53	41	40	33	21	13	10	14	9	4
Non-Economically Disadvantaged	100	278	45170				498	488	479	12	18	28	48	47	38	22	20	20	18	15	14

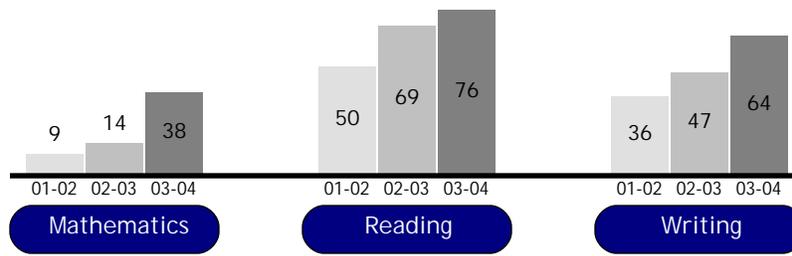
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	176	461	74918	100	100	99	525	519	497	9	14	32	15	13	19	48	51	35	28	22	15
All Students (Prior Year)	197	451	71100	100	100	99	513	510	502	12	15	25	19	19	21	54	51	40	15	15	15
Female	91	236	36805	100	99	99	519	517	501	14	16	28	18	14	19	43	47	37	25	23	16
Male	85	225	37936	100	100	99	532	520	493	4	11	35	11	13	18	54	55	33	31	21	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	41	83	26645	100	99	98	509	507	478	24	26	46	16	15	20	35	41	27	24	19	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	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	129	359	37773	100	100	99	528	521	511	5	12	20	15	12	18	50	53	41	29	23	21
Students with Disabilities	12	37	8801	100	97	100	NA	512	448	NA	0	75	NA	0	13	NA	100	10	NA	0	2
Students without Disabilities	164	424	66117	100	100	99	525	519	501	9	14	28	15	13	19	48	51	37	28	22	16
Limited English Proficient Students	NC	NC	11706	NC	NC	100	NC	NC	454	NC	NC	71	NC	NC	16	NC	NC	12	NC	NC	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	77	179	29785				516	508	477	14	21	47	13	14	20	54	50	26	20	15	6
Non-Economically Disadvantaged	99	282	45115				532	525	508	5	10	23	16	13	18	44	51	39	34	26	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	177	462	74503	100	100	99	496	500	491	3	3	9	33	32	32	56	58	51	8	7	8
All Students (Prior Year)	184	437	69001	96	98	96	494	494	490	11	11	17	43	42	37	46	46	45	1	1	1
Female	92	236	36686	100	99	99	505	507	506	1	2	5	30	30	29	60	61	57	9	8	9
Male	85	226	37644	100	100	98	486	493	476	5	4	13	36	35	36	51	55	45	7	7	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	41	83	26500	100	99	97	487	479	467	0	1	13	46	45	39	46	50	44	8	4	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	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	130	360	37606	100	100	99	500	505	508	3	3	6	31	30	28	58	59	56	8	9	10
Students with Disabilities	12	38	8662	100	100	100	NA	456	409	NA	0	37	NA	50	42	NA	50	20	NA	0	1
Students without Disabilities	165	424	65841	100	100	98	496	501	499	3	3	7	33	32	32	56	58	53	8	7	8
Limited English Proficient Students	NC	NC	11608	NC	NC	100	NC	NC	430	NC	NC	23	NC	NC	47	NC	NC	28	NC	NC	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	77	180	29587				475	477	465	7	7	14	38	40	40	51	49	43	4	4	4
Non-Economically Disadvantaged	100	282	44898				513	515	507	0	0	7	29	27	28	60	64	55	11	9	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 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	96	43	50	49	96	51	55	53	100	56	NA	56
	Language	95	37	44	42	99	44	47	45	100	50	50	48
	Mathematics	98	51	58	58	97	59	60	62	100	68	66	66
7	Reading	99	34	49	48	96	53	57	51	98	61	NA	54
	Language	99	37	52	51	96	61	63	54	98	71	64	58
	Mathematics	99	35	47	54	96	54	54	58	97	66	59	62
8	Reading	99	38	47	49	98	59	59	53	99	66	NA	55
	Language	99	38	47	46	97	53	56	49	100	66	64	52
	Mathematics	99	40	48	54	97	53	53	58	99	70	62	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

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

Council Duties

- Ü Selected Educational Goals
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Budget

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	2.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	8	2	0	0
7 to 9 years	2	3	0	0
10 or more years	2	7	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	26
Core academic classes taught by Highly Qualified (NCLB) teachers.	114
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü Technology Learning Mall
- Ü Mini Lab (7 Computers) in Each Classroom
- Ü Computer Labs (2)
- Ü Industrial Technology Lab (1)

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Peer Mediation
- Ü Intramural Sports Program
- Ü Art Club
- Ü Book Club
- Ü Math Club
- Ü Drama Club

Social Services

- Ü Crisis Intervention
- Ü Wrap Around Program with SMMHC
- Ü Clothing/Food Banks
- Ü Health Services
- Ü Breakfast Program
- Ü Immunizations Provided On site
- Ü ReachOut Health Care America

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The PR-S results as demonstrated on the 2003-04 SAT Reading tests were 55-5 for 6th grade, 60-6 for 7th grade, and 66-6 for 8th grade. Language PR-S scores were 49-5, 70-6, and 65-6 respectively. Mathematic PR-S results were 67-6, 65-6 and 70-6.
- ü This year our students have received outstanding writing awards from the Grand Canyon State Games Essay Contest, the Children's Benefit Foundation, Creative Communications, the Elks Americanism Essay Contest and the Polly Rosenbaum Writing Contest.
- ü Students demonstrated their creative abilities and received awards from the Pinal County Drug Awareness Poster Contest, Lost Dutchman Days, the Lions Club Poster Contest and the LULAC Youth Leadership Organization.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	70	98	98	94
Retention Rate ⁹	29	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	73	69
Grades 6-7	75	64
Grades 7-8	82	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

Desert Shadows is declared a Drug and Weapons Free High Profile Enforcement area. We strongly enforce our Zero Tolerance policy. Our resource officers are actively involved with our students, staff and community. Part of their involvement includes teaching Crime and Law in the social studies classrooms, conducting a drug awareness week on campus and facilitating the drug prevention/awareness class designed specifically for parents and other members of the community.

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) :

18

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	Gigi Goldstein	(480) 982-1110
Transportation Policy	Max Ragsdale	(480) 982-1110
Community Resources	Gigi Goldstein	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	MOST	(480) 982-1110
Student Health/Nurse	Chrisanda DeBoise	(480) 982-1110

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

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.

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

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.

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.