

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3700 E. 16th Avenue, Apache Junction, AZ 85219

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Dr. Russell A. Sgro  
 Schedule : 6:30 AM to 4:00 PM  
 Grades : 6-8  
 2004 Enrollment : 747  
 Web Address : tmms.ajusd.org  
 Phone Number : (480) 982-1110  
 Fax Number : (480) 671-1427  
 E-mail : rsgro@tmms.ajusd.org

### Mission

To provide a positive educational environment, where students are free to reach their maximum potential, academically, socially and physically. The school climate promotes respect and strong character building. Students completing their stay at Thunder Mountain will be prepared to be successful throughout their high school years.

### 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 To provide a safe and secure environment where students are able to learn and teachers are able to teach. We expect that students will work up to their academic potential and that teachers will provide quality instruction for all each day.
- ü To promote high academic standards in each subject area. It is expected that all academic areas will show significant growth over the prior year. Teachers and students will be spending extra instructional time in the area of math.

### Enrollment

October 1, 2003 School Year Student Enrollment : 820  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2003-04 : 50

Instructional Programs

- ü Police Science
- ü Life Skills Special Education Classes
- ü Positive Adolescent Choices Training
- ü Traditional Schedule
- ü Band and Choir
- ü Beginning and Advanced Computer Training
- ü Technology Lab
- ü Accelerated Reader Program

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 54 minutes
First Day of School :	8/11/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Provide for the safety of each student in a positive climate that enables students to develop their full potential in academic, social, musical, & athletic areas. Students will have their special needs addressed in special ed or higher level classes.

Parents

To work with school personnel as a team to ensure students are performing at school to the best of their ability. These duties include making sure students are prepared, attend daily, study nightly, and have a positive self image.

Transportation Policy

School provides buses to all students in enrollment area who reside more than one mile from school. Additional buses are provided for afterschool and sports programs. Supervision is provided until the last student has left for the day.

School Honors

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

Award/Honor	Year
ü 100 Most Wired Schools - Family PC Magazine	2000
ü Numerous Writing Contest Winners	2004
ü Poster Contest Winners / Technology Contest Winners	2004
ü Science Club Sponsord by Project SEMAA	2002

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	257	456	75001	96	99	99	478	481	468	28	26	37	46	44	36	15	17	16	11	13	10
All Students (Prior Year)	243	447	71167	100	100	99	447	452	463	52	47	38	41	43	41	5	7	14	3	3	7
Female	136	234	36846	96	98	99	473	478	468	33	29	36	44	43	38	9	13	16	14	15	10
Male	121	222	37974	96	99	99	483	484	467	22	22	39	49	46	34	21	22	16	7	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	38	84	26675	100	100	98	457	462	448	47	40	52	41	43	34	9	11	10	3	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	207	353	37785	95	98	99	482	484	482	24	22	25	47	45	39	16	19	21	13	14	15
Students with Disabilities	20	36	8802	95	95	100	439	422	418	100	100	79	0	0	16	0	0	3	0	0	1
Students without Disabilities	237	420	66199	96	99	99	478	481	472	27	25	34	47	45	38	15	17	17	11	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	82	178	29814				465	468	448	42	38	53	44	40	33	7	13	10	7	9	4
Non-Economically Disadvantaged	175	278	45170				483	488	479	22	18	28	47	47	38	18	20	20	13	15	14

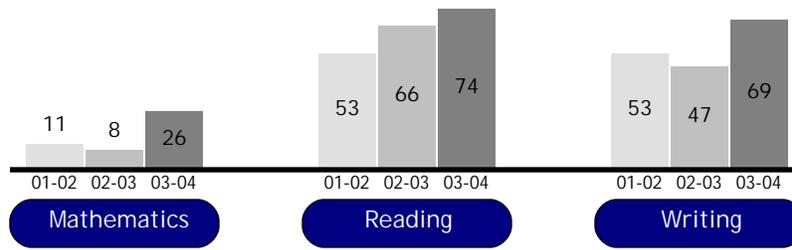
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	265	461	74918	99	100	99	518	519	497	14	14	32	12	13	19	55	51	35	19	22	15
All Students (Prior Year)	245	451	71100	100	100	99	509	510	502	14	15	25	20	19	21	51	51	40	15	15	15
Female	138	236	36805	98	99	99	519	517	501	15	16	28	11	14	19	52	47	37	22	23	16
Male	127	225	37936	100	100	99	517	520	493	12	11	35	14	13	18	58	55	33	16	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	38	83	26645	100	99	98	509	507	478	24	26	46	12	15	20	50	41	27	15	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	215	359	37773	99	100	99	520	521	511	12	12	20	11	12	18	56	53	41	21	23	21
Students with Disabilities	22	37	8801	100	97	100	512	512	448	0	0	75	0	0	13	100	100	10	0	0	2
Students without Disabilities	243	424	66117	99	100	99	518	519	501	14	14	28	13	13	19	54	51	37	20	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	85	179	29785				509	508	477	18	21	47	16	14	20	54	50	26	12	15	6
Non-Economically Disadvantaged	180	282	45115				522	525	508	12	10	23	11	13	18	55	51	39	23	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	264	462	74503	99	100	99	509	500	491	1	3	9	30	32	32	62	58	51	7	7	8
All Students (Prior Year)	245	437	69001	100	98	96	494	494	490	11	11	17	41	42	37	47	46	45	0	1	1
Female	137	236	36686	97	99	99	513	507	506	0	2	5	29	30	29	64	61	57	7	8	9
Male	127	226	37644	100	100	98	505	493	476	2	4	13	30	35	36	60	55	45	8	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	38	83	26500	100	99	97	481	479	467	0	1	13	41	45	39	59	50	44	0	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	214	360	37606	99	100	99	513	505	508	1	3	6	29	30	28	61	59	56	9	9	10
Students with Disabilities	22	38	8662	100	100	100	456	456	409	0	0	37	50	50	42	50	50	20	0	0	1
Students without Disabilities	242	424	65841	98	100	98	509	501	499	1	3	7	30	32	32	62	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	85	180	29587				492	477	465	3	7	14	39	40	40	53	49	43	5	4	4
Non-Economically Disadvantaged	179	282	44898				516	515	507	0	0	7	26	27	28	66	64	55	8	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.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	97	57	50	49	93	60	55	53	97	52	NA	56
	Language	94	52	44	42	98	50	47	45	98	52	50	48
	Mathematics	95	66	58	58	98	62	60	62	99	65	66	66
7	Reading	99	58	49	48	96	62	57	51	99	58	NA	54
	Language	100	62	52	51	97	67	63	54	99	63	64	58
	Mathematics	100	55	47	54	96	56	54	58	100	56	59	62
8	Reading	98	58	47	49	97	60	59	53	99	61	NA	55
	Language	97	57	47	46	95	61	56	49	98	65	64	52
	Mathematics	98	57	48	54	97	55	53	58	100	58	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)
- 0 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Discipline
- Ü Curriculum Development
- Ü Program Development
- Ü Extracurricular Activities
- Ü Fund Raisers
- Ü Policy Development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	39.00
Other Professional Staff	4.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	6	0	0
4 to 6 years	3	1	0	0
7 to 9 years	4	4	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):	39
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Technology Lab
- Ü Library (Computers and 10,000 Books)
- Ü Computer Lab (IBM)
- Ü Media Center & Closed Circuit TV

Extracurricular Activities

- Ü National Junior Honor Society
- Ü CAMP (Academically Talented Program)
- Ü Student Council
- Ü PLATO Lab
- Ü Sports (Intramural and Competitive)
- Ü Tutoring
- Ü Clubs
- Ü Peer Mediation

Social Services

- Ü After School Programs
- Ü Character Counts
- Ü Scouting Programs
- Ü Teen Court
- Ü Young Marines
- Ü Peer Mediation
- Ü Sports Programs
- Ü Superstition Springs Mental Health

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Recipient of a grant for a full-time School Resource Officer and a half-time School Probation Officer. The duties of both employees include teaching students about how the law applies to young people, and they provide 180 hours of direct instruction.
- ü NATIONAL JUNIOR HONOR SOCIETY  
Students in the NJHS must have an average of 89.5%. They are required to maintain this average and perform at least 20 hours of Community Service. This year we expect to induct 80 members. This program is for 8th grade.
- ü This past year TMMS had the largest increases in the AIMS testing of any school in our district. There was an increase of 48%! Currently our reading and writing scores are among the highest in the East Valley, and above ALL neighboring districts.
- ü Our Science Club sponsors a two day trip to San Diego each year. Students study marine biology and visit Sea World, and the Scripps Aquarium. A whale watching tour is the final activity. The NJHS earns an all expense paid trip to Disneyland.

Student Activity Rates for School Year 2003-04

		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 5-6	63	66
Grades 6-7	68	47
Grades 7-8	71	66

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

We have a resource officer and probation officer on campus. Thunder Mountain is designated a drug-free, alcohol-free, and tobacco-free zone. Students have an excellent relationship with the adults on campus. As a result, students feel free to alert staff of any conditions which make them feel uneasy on campus.

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) :

4
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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	Sue Wood	(480) 982-1110
Transportation Policy	Max P. Ragsdale	(480) 982-1110
Community Resources	Carol Shepherd	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	Fran Stewart	(480) 982-1110
Student Health/Nurse	April Jeffrey	(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](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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Total cost of printing: 12 Pages X .0318 Per page X 747 Copies = \$285.00

\*\* 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.