



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8601 E. Loos Drive, Prescott Valley, AZ 86314

Humboldt 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	Performing
2002-03	Performing
2001-02	Improving

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

School Overview

Principal/Administrator : Mrs. Jeannine Young  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : K-5  
 2004 Enrollment : 748  
 Web Address :  
 Phone Number : (928) 759-4700  
 Fax Number : (928) 759-4720  
 E-mail : jyoung@humboldt.k12.az.us

Mission

Our MISSION is to create a nurturing and challenging educational environment which honors all students' unique learning styles, personalities and talents, helping them achieve their fullest potential for lifelong learning and success.

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

- Implementation of a schoolwide classroom management program through staff development using Fred Jones TOOLS FOR TEACHING model. Emphasis is on-time management and time-on-task facilitating student achievement, motivation and positive discipline.
- Alignment of curriculum to meet state-mandated Arizona Academic Standards and district-adopted goals through the process of teachers and or grade-level planning to develop curriculum maps for mathematics and language arts.
- Character Counts at Mountain View and ICExcellence are two new programs to promote school wide recognition of good character and academic achievement. Students' good deeds and academic achievements will be displayed on CC pillars in the main hall.
- Step Up to Writing and Building Daily Vocabulary are two new programs implemented to enhance our Language Arts Program and better prepare our students for AIMS.

Enrollment

October 1, 2003 School Year Student Enrollment : 664  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 15

Instructional Programs

- ü Gifted
- ü Computer Assisted Learning
- ü Title I - Language Enrichment
- ü ELL
- ü Bridges Learning Sensory Integration Lab
- ü Spalding Reading, Writing, and Phonics

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

P/T conferences are held 2 x's a year along with mid-quarter progress reports. Students are honored quarterly for Citizenship, Academic achievements and special recognition. PTO and Site-Council give parents an opportunity to participate in school governance and to promote the social and academic climate of our school. Weekly newsletters are sent home to help parents give support in the areas of reading, school and home discipline and to encourage parent involvement both at home and school.

Parents

Mountain View provides to each student a detailed parent/student handbook outlining all the parent responsibilities of attendance, transportation, health records, nutrition, academic assistance and preparing their child for the school day.

Transportation Policy

Humboldt Unified School District encompasses approximately 350 square miles. Transportation is provided for any and all students who live within the Mountain View school boundaries.

School Honors

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

Award/Honor	Year
ü Yavapai County First Year Teacher of the Year	2000
ü Yavapai County K-3 Teacher of the Year	2001

5th 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	123	453	76019	98	100	100	508	497	499	5	11	14	44	44	39	14	15	14	37	30	33
All Students (Prior Year)	131	437	76230	100	100	100	498	507	498	3	8	12	52	39	38	7	10	12	38	43	37
Female	59	210	37207	100	100	100	508	498	499	8	11	12	45	43	41	6	14	14	41	32	33
Male	64	243	38677	97	100	100	508	496	498	2	10	15	43	44	38	23	17	13	32	29	34
African American	NC	NC	3817	NC	NC	100	NC	NC	475	NC	NC	23	NC	NC	47	NC	NC	11	NC	NC	18
Hispanic	39	108	29458	98	99	100	501	482	480	4	14	20	52	54	48	9	15	12	35	16	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	80	328	35880	99	100	100	511	500	515	6	10	7	39	41	32	17	15	16	38	33	45
Students with Disabilities	22	71	9786	100	100	100	530	480	457	0	28	39	29	33	40	14	10	7	57	28	13
Students without Disabilities	101	382	66233	98	96	99	506	499	503	5	9	11	45	45	39	14	16	14	35	30	35
Limited English Proficient Students	14	28	15206	100	100	100	NA	423	459	NA	50	31	NA	50	53	NA	0	7	NA	0	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	72	240	35714				503	493	480	4	13	20	52	46	47	17	15	12	27	26	20
Non-Economically Disadvantaged	51	213	40266				514	501	513	7	9	9	35	41	33	11	16	15	48	34	43

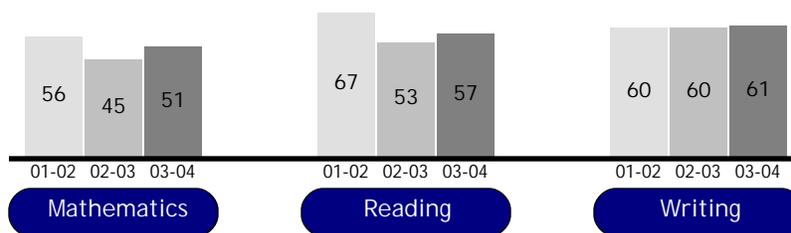
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	455	76020	99	100	100	508	504	503	15	20	25	28	27	23	44	41	40	13	12	12
All Students (Prior Year)	131	435	76202	100	100	100	503	507	505	14	14	19	33	25	24	45	52	46	8	10	11
Female	59	210	37213	100	100	100	508	506	504	16	20	22	27	25	23	41	42	42	16	13	13
Male	65	245	38666	98	100	100	508	502	501	15	20	29	28	28	22	47	41	38	11	11	12
African American	NC	NC	3819	NC	NC	100	NC	NC	494	NC	NC	37	NC	NC	26	NC	NC	31	NC	NC	6
Hispanic	40	109	29442	100	100	99	502	498	494	17	23	37	30	39	26	43	33	31	9	6	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	80	329	35890	99	100	100	509	505	511	14	20	15	27	24	20	45	44	48	14	13	18
Students with Disabilities	23	72	9784	100	100	100	513	493	485	0	38	58	14	25	19	71	35	19	14	3	4
Students without Disabilities	101	383	66236	98	97	99	507	505	504	16	18	23	29	27	23	42	42	42	13	13	13
Limited English Proficient Students	15	29	15198	100	100	100	NA	479	483	NA	100	59	NA	0	25	NA	0	14	NA	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	73	242	35703				500	501	494	19	22	37	35	31	26	42	39	31	4	8	6
Non-Economically Disadvantaged	51	213	40274				517	506	509	11	19	17	20	22	20	46	43	47	24	16	17

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	124	455	75673	99	100	100	522	520	530	14	12	12	24	29	25	59	56	58	2	3	4
All Students (Prior Year)	131	428	74692	100	100	99	505	511	502	19	14	18	21	24	27	54	52	47	6	10	8
Female	59	210	37099	100	100	100	533	533	548	6	9	8	25	27	22	67	59	64	2	5	6
Male	65	245	38441	98	100	99	509	509	513	23	15	16	23	31	29	51	54	52	2	1	3
African American	NC	NC	3791	NC	NC	99	NC	NC	506	NC	NC	18	NC	NC	29	NC	NC	50	NC	NC	3
Hispanic	40	109	29305	100	100	99	534	519	507	4	11	16	35	28	31	57	59	51	4	1	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	80	329	35760	99	100	99	522	521	550	15	12	9	23	30	21	61	55	64	1	4	6
Students with Disabilities	23	72	9706	100	100	100	565	491	462	14	13	36	14	44	32	71	44	31	0	0	1
Students without Disabilities	101	383	65967	98	97	99	518	524	536	14	12	10	25	27	25	58	57	60	2	3	5
Limited English Proficient Students	15	29	15115	100	100	100	NA	438	471	NA	50	26	NA	50	38	NA	0	35	NA	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	73	242	35541				506	517	504	13	13	17	33	31	31	52	54	50	2	2	2
Non-Economically Disadvantaged	51	213	40091				540	524	550	15	11	9	15	27	21	67	58	64	2	4	6

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)

5th 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	96	50	52	44	96	54	59	50	100	55	NA	58
	Language	96	47	42	39	100	37	48	43	100	40	48	50
	Mathematics	96	63	61	52	100	51	59	57	100	53	62	64
4	Reading	83	47	55	47	99	46	54	52	100	58	NA	56
	Language	83	46	50	45	100	46	48	48	100	50	50	52
	Mathematics	83	42	57	52	100	56	59	57	100	58	60	61
5	Reading	91	50	53	46	98	52	58	50	100	59	NA	55
	Language	91	47	50	43	99	49	54	46	100	52	51	49
	Mathematics	91	51	56	54	99	51	63	57	100	67	63	63

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)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Improvement
- ü School/Community Relations
- ü Student Discipline
- ü Extracurricular Activities
- ü School Safety Issues
- ü Instructional Strategies/Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	3.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 25  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 25  
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü IBM Computer Lab
- ü Bridges Sensory Learning Lab
- ü 40 foot Traverse Climbing Wall

Extracurricular Activities

- ü Student Council
- ü Intramural Athletics
- ü After School Tutoring Classes
- ü Science Fair/Art Club
- ü Walking Club/Climbing Wall Club

Social Services

- ü Health Services
- ü Breakfast/Lunch Program
- ü Parenting Classes/Adult Literacy Classes
- ü English Classes for EL parents

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Third Grade AIMS: Reading - 83% of students Met or Exceeded the Arizona Academic Standards. Writing -88% of students Met or Exceeded the Arizona Academic Standards.
  
- ü Fifth Grade AIMS: Reading - 57% of students Met or Exceeded the Arizona Academic Standards. Writing -61% of students Met or Exceeded the Arizona Academic Standards.
  
- ü Our school implemented the Scholastic Reading Counts program to increase reading comprehension and reading for understanding skills. Our goal was to read over 15,000 books and reach a schoolwide score of 35,000 points. Our students met both goals.
  
- ü Bridges Learning Lab, a sensory integration lab, has decreased our referrals of K-3 students to sp ed by 75%. This year we will introduce the K-Discovery Learning model of Bridges to help our primary students become better prepared for learning.

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)	3	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	97	98	98	94
Retention Rate <sup>9</sup>	2	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 3-4	63	68
Grades 4-5	77	75

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 school and District has developed a comprehensive School Safety Plan that will prepare all students/staff for most emergencies. We have established a Crisis Prevention Intervention Team to assist all staff with disruptive students.

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	Jeannine Young	(928) 759-4700
Transportation Policy	Tom Rozum	(928) 775-4346
Community Resources	Sylva Ducharme	(928) 759-4545
School Nutrition Programs	Rick Littell	(928) 759-5106
Parent Organization	Dianna Rice & Laurie Richardson	(928) 759-4700
Student Health/Nurse	Sandy Moyle	(928) 759-4710

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 748 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.