

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

33606 North 6th Street, Cave Creek, AZ 85331

Cave Creek 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	Excelling
2002-03	Excelling
2001-02	N/A

(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	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 Overview

Principal/Administrator : Dr. Skot Beazley
 Schedule : 7:00 AM to 4:00 PM
 Grades : 6-8
 2004 Enrollment : 640
 Web Address : www.ccusd93.org
 Phone Number : (480) 575-2200
 Fax Number : (480) 488-2386
 E-mail : sbeazley@ccusd93.org

Mission

Sonoran Trails Middle School adheres to the NMSA Turning Points 2000 middle school model that addresses the specific needs of an adolescent student. We believe in the importance of maintaining an active learning community, characterized by a spirit of collegiality, encouragement and respect that includes students, parents, and staff. We emphasize a team approach, holding clearly defined, high academic and behavioral expectations for all of our students.

School / Academic Goals

- ü To maximize the benefits of small grade level teams and continue the process or differentiating and individualizing our lesson plans and instruction to meet the unique needs of each student at STMS.
- ü To continue to assist all All STMS students to meet or exceed the AZ AIMS Math standards. Our Connected Mathematics program is aligned with the NCTM Standards and was the only middle school mathematics curriculum recognized exemplary by DOE (1999).
- ü To provide a safe, learning centered environment conducive to both learning and teaching.
- ü To continue to integrate professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction.

Enrollment

October 1, 2003 School Year Student Enrollment : 612
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 5

Instructional Programs

- ü Block Scheduling with 4/80 Min. Classes
- ü Connected Math 80 Minutes Every Day
- ü Accelerated Reader
- ü Six Traits Writing Program
- ü Workshop Approach to Reading and Writing
- ü Differentiated Learning and Instruction
- ü Grade Level Teaming
- ü Looping

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

STMS is comprised of students, parents and staff who strongly believe in Communication as a corner to our developing a school as a learning community characterized by a spirit of collegiality, camaraderie, encouragement and respect.

Parents

Parents have a responsibility to energize their children to be excited about learning. This involvement should include asking questions, attending school functions, talking to teachers and assisting in every aspect of the educational process.

Transportation Policy

All CCUSD students may choose to ride a school bus to and from school each day. This opportunity is a privelege that can be revoked if standards of behavior and procedure are not met by the students.

School Honors

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

Award/Honor	Year
ü 1 National Board Certified Teacher; 1 Candidate	2002
ü 1 National Board Certified Teacher; 4 Candidates	2003
ü Pending Certification for 4 National Board Teachers	2004

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	211	430	75001	100	100	99	491	493	468	18	16	37	43	44	36	22	22	16	17	19	10
All Students (Prior Year)	213	411	71167	99	100	99	471	475	463	26	24	38	50	50	41	16	17	14	8	9	7
Female	114	230	36846	100	100	99	494	490	468	14	14	36	48	49	38	23	22	16	16	15	10
Male	97	198	37974	100	100	99	488	496	467	23	17	39	38	37	34	21	22	16	18	24	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	17	28	26675	100	100	98	476	475	448	27	28	52	47	44	34	13	17	10	13	11	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	190	393	37785	100	100	99	493	494	482	18	15	25	42	43	39	23	23	21	18	19	15
Students with Disabilities	21	29	8802	100	100	100	449	447	418	53	52	79	41	43	16	6	5	3	0	0	1
Students without Disabilities	190	401	66199	100	100	99	495	495	472	15	14	34	43	44	38	23	23	17	19	20	11
Limited English Proficient Students	NC	10	11710	NC	100	100	NC	NA	429	NC	NA	70	NC	NA	25	NC	NA	4	NC	NA	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	21	29814				NC	476	448	NC	23	53	NC	46	33	NC	31	10	NC	0	4
Non-Economically Disadvantaged	203	409	45170				492	493	479	18	15	28	43	43	38	22	22	20	18	20	14

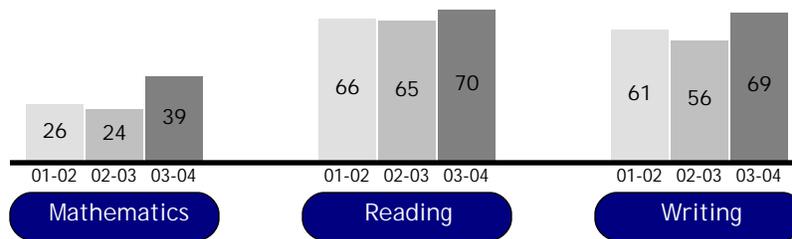
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	212	433	74918	100	100	99	518	522	497	14	12	32	16	17	19	45	44	35	25	27	15
All Students (Prior Year)	212	403	71100	99	98	99	511	514	502	15	13	25	19	18	21	49	51	40	16	18	15
Female	115	231	36805	100	100	99	522	523	501	10	10	28	14	15	19	50	47	37	26	28	16
Male	97	200	37936	100	100	99	515	521	493	19	13	35	19	19	18	39	41	33	24	26	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	17	28	26645	100	100	98	515	515	478	25	20	46	13	15	20	38	40	27	25	25	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	191	396	37773	100	100	99	519	522	511	13	11	20	16	17	18	46	44	41	25	28	21
Students with Disabilities	22	32	8801	100	100	100	467	471	448	57	52	75	14	21	13	24	21	10	5	7	2
Students without Disabilities	190	401	66117	100	100	99	524	526	501	9	9	28	16	17	19	47	46	37	28	29	16
Limited English Proficient Students	NC	10	11706	NC	100	100	NC	NA	454	NC	NA	71	NC	NA	16	NC	NA	12	NC	NA	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	22	29785				NC	494	477	NC	19	47	NC	25	20	NC	44	26	NC	13	6
Non-Economically Disadvantaged	204	411	45115				520	523	508	13	11	23	16	17	18	45	44	39	26	28	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	213	435	74503	100	100	99	527	525	491	5	5	9	27	27	32	54	52	51	15	16	8
All Students (Prior Year)	209	406	69001	97	98	96	502	502	490	10	8	17	33	36	37	55	55	45	1	1	1
Female	116	232	36686	100	100	99	539	538	506	4	4	5	23	22	29	57	54	57	17	19	9
Male	97	201	37644	100	100	98	513	510	476	5	6	13	31	32	36	51	50	45	13	12	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	17	28	26500	100	100	97	492	479	467	6	10	13	38	40	39	44	40	44	13	10	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	192	398	37606	100	100	99	530	527	508	4	5	6	26	26	28	55	53	56	15	16	10
Students with Disabilities	22	33	8662	100	100	100	413	399	409	43	53	37	38	31	42	19	16	20	0	0	1
Students without Disabilities	191	402	65841	100	100	98	540	535	499	1	1	7	25	26	32	58	55	53	16	17	8
Limited English Proficient Students	NC	10	11608	NC	100	100	NC	NA	430	NC	NA	23	NC	NA	47	NC	NA	28	NC	NA	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	22	29587				NC	490	465	NC	6	14	NC	50	40	NC	31	43	NC	13	4
Non-Economically Disadvantaged	205	413	44898				529	526	507	5	5	7	26	26	28	54	53	55	15	16	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	98	66	70	49	98	67	69	53	97	71	NA	56
	Language	98	54	59	42	99	59	62	45	97	59	63	48
	Mathematics	96	77	79	58	99	73	74	62	97	80	80	66
7	Reading	99	68	69	48	100	66	69	51	100	69	NA	54
	Language	99	69	70	51	100	68	72	54	100	72	74	58
	Mathematics	97	71	73	54	100	74	74	58	100	70	72	62
8	Reading	99	65	68	49	100	67	68	53	100	72	NA	55
	Language	99	65	70	46	98	65	65	49	100	69	71	52
	Mathematics	98	74	78	54	99	72	71	58	100	77	76	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

2 School Administrator(s)	Ü Academics
2 Non-certified Employee(s)	Ü Communications
4 Teacher(s)	Ü Technology
5 Parent(s)	Ü Standards
2 Community Member(s)	Ü Environment
3 Student(s)	Ü Community

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	6.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	0	0
4 to 6 years	13	5	0	0
7 to 9 years	4	3	0	0
10 or more years	3	3	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	22
Core academic classes taught by Highly Qualified (NCLB) teachers.	115
Teachers with Emergency Certificaton.	.5

Resources Available at School Site

Special Facilities

- Ü Two 30 Position Computer Labs
- Ü Fully Staffed Media Center
- Ü Plato Learning Lab
- Ü Closed Circuit TV/Computer Network

Extracurricular Activities

- Ü Before/After School Program for Kids
- Ü Intramural Sports
- Ü Extended-day Programming
- Ü Physical Fitness Classes
- Ü Art and Drama Clubs
- Ü Year Book
- Ü National Junior Honor Society
- Ü Student Leadership Organization

Social Services

- Ü Two Full Time Counselors
- Ü A Shared Child Psychologist
- Ü District Prevention Coordinator
- Ü School Resource Officer
- Ü 2nd Step Prevention Program
- Ü Anti-Bulling Instruction
- Ü Drug Awareness Programing
- Ü Crisis Reaction Plans

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Stanford 9 Test Results - 65.2% of STMS students Met or Exceeded the standards - more than 13% higher than the national average. 49% of students met state standards - State average 38% - 16% Exceeded the standards - State average 14%.
- ü Arizona Instrument to Measure Standards (AIMS)- 23.6% of STMS Students met or exceeded the state standards - 4.5% higher than the state average. 16% met the standards - State average is 13% and 8% exceeded the standards - State Average is 6%.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	4	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	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	59	65
Grades 6-7	64	69
Grades 7-8	72	78

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

The issue of school safety is a shared concern. Today, more than ever, Sonoran Trails continues to work with community members, parents, students and staff together to develop a disciplined environment where learning can take place.

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) :

2

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	Skot Beazley	(480) 575-2200
Transportation Policy	Cathy Erwin	(928) 575-2081
Community Resources	Kay Lawson	(480) 575-2000
School Nutrition Programs	Jeff Stempeck	(480) 575-2400
Parent Organization	Robin Pikoff	(480) 575-2200
Student Health/Nurse	Miriam Martinez	(480) 575-2200

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 640 Copies = \$244.00

** 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.