

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2323 East Mountain Gate Pass, Phoenix, AZ 85024

Paradise Valley 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	Not Evaluated
2002-03	New School
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 : Mr. Jim Lee
 Schedule : 8:00 AM to 4:30 PM
 Grades : 7-8
 2004 Enrollment : 910
 Web Address : epage.pvUSD.k12.az.us/mtmsweb/index.ht
 Phone Number : (480) 538-7100
 Fax Number : (480) 538-7110
 E-mail : jlee@pvUSD.k12.az.us

Mission

Mountain Trail Middle School is dedicated to providing a comprehensive core curriculum for all students. This is achieved through commitment, collaboration, consistency, and community partnership within a safe and orderly environment.

We believe that a Circle of Responsibility exists in the education of children. This includes equal participation between parents, students and educators. Everyone is responsible and accountable for his/her choices and actions.

School / Academic Goals

- ü Academic focus will be placed on developing and implementing strategies in all academic areas to strengthen basic skills in mathematics, reading, writing, and study skills. Also, improve student readiness for individual performance assessments.
- ü Through questioning, problem-solving, critical thinking and reflecting, all students will be able to use the inquiry process of investigation to solve problems and write comprehensive analyses of the experimental results in science.
- ü Students will be able to successfully write essays according to district/state standards using the Six-Traits of good writing and multiparagraph format.
- ü All students will participate in the Accelerated Reader program. Students will complete the AR test with a score of 80% or higher, and reach their appropriate point goal as identified by their English teacher.

Enrollment

October 1, 2003 School Year Student Enrollment : 875
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 27

Instructional Programs

- ü Core Knowledge Curriculum
- ü Accelerated Reader Program
- ü Honors Program for Math and English
- ü Intradisciplinary Curriculum
- ü Integrated Technology Program
- ü Culinary Arts and Visual Arts Program
- ü Comprehensive Performing Arts Program
- ü Foreign Language and Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Six newsletters are mailed to parents each school year in addition to supplemental flyers as needed. Report cards and progress reports are mailed home to parents quarterly. Student grades may be accessed by using Power School. Passwords for Power School are mailed to students and parents by the second week of school. An up-to-date school bulletin is kept on Power School. Homework assignments can be accessed over the internet at www.schoolnotes.com for all academic and elective programs.

Parents

Mountain Trail endorses parent participation by visiting the school; serving on school committees; reinforcing student adherence to school rules; and monitoring student responsibility for completing all classroom assignments and projects. The Mountain Trail Middle School PTSO helps to coordinate parent volunteers for various programs and activities throughout the school year. Additional information regarding parent involvement is included in the school's parent newsletter.

Transportation Policy

Bus transportation services are provided for all students who reside further than one and one-half miles from the school. Two activity buses are available for students who participate in after school clubs and intramural activities.

School Honors

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

Award/Honor	Year
ü Channel 3 -Fulton Homes Silver Apple Teacher Award	2004
ü Seventh grade PVUSD Poetry Contest Winner	2004
ü PLATO/NASA Science Camp Student Recipient	2004
ü National Board Certified/District Teacher Mentor	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	431	2804	75001	100	100	99	491	481	468	17	26	37	42	39	36	23	20	16	18	15	10
All Students (Prior Year)	336	2739	71167	98	99	99	476	477	463	23	25	38	50	45	41	18	19	14	8	11	7
Female	209	1352	36846	100	100	99	489	480	468	17	25	36	43	41	38	26	20	16	14	14	10
Male	220	1442	37974	100	100	99	494	482	467	18	27	39	40	37	34	20	20	16	22	17	11
African American	NC	86	3720	NC	100	98	NC	464	446	NC	38	53	NC	37	33	NC	15	9	NC	10	4
Hispanic	40	437	26675	100	100	98	477	450	448	22	52	52	50	33	34	19	10	10	9	5	4
Asian/Pacific Islander	17	78	1575	100	98	99	503	507	504	12	11	18	47	37	33	24	26	20	18	26	29
American Indian/Alaskan Native	NC	29	4731	NC	97	98	NC	452	438	NC	42	61	NC	46	30	NC	8	7	NC	4	2
White	361	2156	37785	99	100	99	492	486	482	17	22	25	41	40	39	24	21	21	19	17	15
Students with Disabilities	56	308	8802	100	100	100	429	421	418	76	77	79	11	17	16	14	5	3	0	1	1
Students without Disabilities	375	2496	66199	99	100	99	498	487	472	11	21	34	45	41	38	24	21	17	20	17	11
Limited English Proficient Students	25	325	11710	100	100	100	447	437	429	43	63	70	57	31	25	0	4	4	0	2	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	66	652	29814				467	453	448	31	47	53	49	36	33	15	12	10	5	5	4
Non-Economically Disadvantaged	365	2152	45170				495	488	479	15	21	28	40	40	38	25	22	20	20	18	14

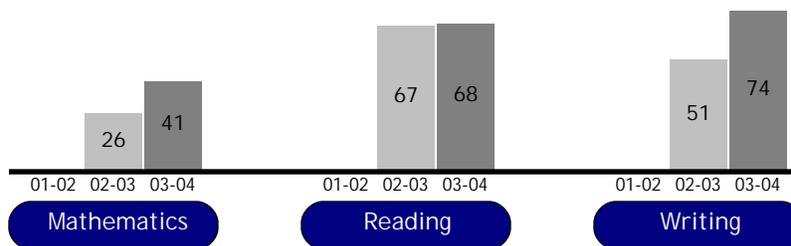
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	431	2801	74918	100	100	99	518	511	497	16	20	32	16	17	19	41	43	35	27	20	15
All Students (Prior Year)	336	2728	71100	98	99	99	516	516	502	12	14	25	20	18	21	48	46	40	19	22	15
Female	209	1349	36805	100	100	99	518	513	501	16	18	28	14	17	19	46	44	37	25	21	16
Male	220	1442	37936	100	100	99	519	509	493	16	23	35	17	16	18	36	41	33	30	20	14
African American	NC	86	3719	NC	100	98	NC	504	481	NC	24	43	NC	21	21	NC	40	29	NC	15	7
Hispanic	40	436	26645	100	100	98	511	481	478	25	44	46	13	18	20	47	32	27	16	6	6
Asian/Pacific Islander	17	77	1571	100	96	99	535	527	521	0	13	18	35	19	15	24	37	38	41	31	30
American Indian/Alaskan Native	NC	29	4729	NC	97	98	NC	483	468	NC	50	57	NC	8	19	NC	42	19	NC	0	4
White	361	2155	37773	99	100	99	519	515	511	16	17	20	15	16	18	41	45	41	28	22	21
Students with Disabilities	56	310	8801	100	100	100	451	455	448	74	68	75	11	17	13	9	12	10	7	2	2
Students without Disabilities	375	2491	66117	99	100	99	527	516	501	9	16	28	16	16	19	45	45	37	30	22	16
Limited English Proficient Students	25	324	11706	100	100	100	482	467	454	29	56	71	29	22	16	43	18	12	0	4	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	66	651	29785				493	485	477	32	41	47	18	20	20	41	32	26	9	7	6
Non-Economically Disadvantaged	365	2150	45115				522	517	508	13	16	23	15	16	18	41	45	39	30	23	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	431	2793	74503	100	100	99	526	507	491	3	7	9	22	27	32	62	57	51	12	9	8
All Students (Prior Year)	335	2662	69001	98	96	96	497	498	490	8	11	17	41	35	37	51	54	45	0	1	1
Female	209	1346	36686	100	100	99	534	520	506	2	4	5	17	22	29	68	63	57	14	11	9
Male	220	1437	37644	100	100	98	519	494	476	5	10	13	27	32	36	56	50	45	11	8	6
African American	NC	84	3677	NC	99	97	NC	505	475	NC	10	12	NC	24	36	NC	56	46	NC	9	5
Hispanic	40	430	26500	100	99	97	506	469	467	6	13	13	25	37	39	63	45	44	6	4	4
Asian/Pacific Islander	17	78	1566	100	98	99	556	538	537	0	1	5	29	27	23	53	59	55	18	13	18
American Indian/Alaskan Native	NC	29	4695	NC	97	97	NC	461	464	NC	9	14	NC	43	39	NC	48	44	NC	0	3
White	361	2154	37606	99	100	99	526	511	508	3	6	6	22	25	28	62	58	56	13	10	10
Students with Disabilities	56	308	8662	100	100	100	457	429	409	24	25	37	36	48	42	36	26	20	4	2	1
Students without Disabilities	375	2485	65841	99	100	98	535	513	499	1	5	7	20	25	32	65	59	53	13	10	8
Limited English Proficient Students	25	320	11608	100	100	100	478	449	430	7	15	23	43	47	47	50	37	28	0	1	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	66	648	29587				492	469	465	7	14	14	36	36	40	52	47	43	5	4	4
Non-Economically Disadvantaged	365	2145	44898				532	516	507	3	5	7	20	25	28	64	59	55	14	11	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	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
7	Reading	--	--	60	48	96	67	60	51	95	71	NA	54
	Language	--	--	66	51	98	69	64	54	92	72	69	58
	Mathematics	--	--	66	54	95	74	70	58	89	78	73	62
8	Reading	--	--	59	49	98	63	60	53	97	71	NA	55
	Language	--	--	59	46	98	60	59	49	97	71	62	52
	Mathematics	--	--	64	54	95	65	67	58	94	75	71	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)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Review and Input as Required
- Ü Assist With Short and Long Term Planning
- Ü Advisement Regarding Student Management
- Ü Provide Input Regarding District Issues
- Ü Developing and Renewing Vision Statement
- Ü Tax Credit Expenditure Review

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	43.16
Other Professional Staff	5.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	3	6	0	0
7 to 9 years	4	7	0	0
10 or more years	4	19	0	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. 148
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Four Computer Labs
- Ü Separate Applied Technology Lab
- Ü Extensive Physical Education Facility
- Ü Complete Performing Arts Classrooms

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Intramural Sports Festival Program
- Ü Varied Student Interest Programs
- Ü Coyote Cafe
- Ü Theater Performance -School Play
- Ü Technology Club
- Ü Limited Interscholastic Activity Program

Social Services

- Ü Breakfast Program
- Ü Crisis Intervention
- Ü Advisement Services
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü First Core Knowledge public middle school in Arizona. All elementary feeder schools for Mountain Trail Middle School are also Core Knowledge Schools. Elementary schools include Boulder Creek, Eagle Ridge, Grayhawk, Pinnacle Peak, and Sunset Canyon.
- ü School Awards: 1) Recipient of the Arizona Department of Education's health and nutrition grant program for the purpose of curriculum integration; 2) Top middle school participation award from the American Cancer Society for Relay for Life.
- ü Teacher Awards: 1) Teacher recipient of the Channel 3 -Fulton Homes Silver Apple Teacher Award for the 2003-2004 school year; 2) National Board Certified/district teacher mentor faculty representative.
- ü Student Awards: 1) Paradise Valley Unified School District 7th grade poetry contest winner for the 2003-2004 school year; 2) Arizona student representative selected for the PLATO/NASA space science program held in Houston, Texas.

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	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	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 6-7	68	69
Grades 7-8	66	72

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 faculty, staff, and PTSO all concur that the educational process should not be interrupted by inappropriate behavior. Personal discipline and respect for others should be the norm--and more importantly modeled, by all students, staff and parents. Students are provided a positive, safe and orderly learning environment, where they can explore and experience diverse educational opportunities to achieve their very best.

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	Jim Lee	(480) 538-7100
Transportation Policy	Jeff Cook	(602) 493-6324
Community Resources	S. Speciale/M. Williams	(480) 538-7100
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Debbie Schembri	(480) 538-7100
Student Health/Nurse	Dee Smith	(480) 538-7100

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.