

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

300 South Granite St., Prescott, AZ 86303

Prescott 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	Highly Performing
2001-02	Maintaining

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

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Not Met
2002-03	Not 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. Joseph W. Howard
 Schedule : 7:30 AM to 4:00 PM
 Grades : 6-8
 2004 Enrollment : 630
 Web Address : www.prescottschools.com/pmhms/index.htm
 Phone Number : (928) 717-3241
 Fax Number : (928) 717-3298
 E-mail : joe.howard@prescottschools.com

Mission

At Mile High, we take each student and move them as far as we possibly can during their time with us. Our charge is to prepare kids for life. We specialize in academic preparation and the development of character. At Mile High, kids come first!

School / Academic Goals

- ü At Mile High, we believe that in addition to using data to improve instruction, it is very important to continue to promote our extremely caring school culture. We aspire to focus on students' strengths, making every student want to be in school.
- ü Target Area: mathematics Goal: to improve student achievement on the eighth grade AIMS tests by increasing the number of students in the meets or exceeds categories by five percent in the spring of 2005.
- ü Target area: attendance Goal: to improve student attendance from 92 percent to 94 percent during the 2004-2005 school year.
- ü To implement Instructional Teaming, a true middle concept. The benefit of this interdisciplinary teaming promotes communication, coordination, and cooperation among subject matter specialists.

Enrollment

October 1, 2003 School Year Student Enrollment : 628
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 56

Instructional Programs

- ü Student Directed
- ü Instructional Teams
- ü Integrated Curriculum/Instruction
- ü Alternative Programming
- ü Traditional Yet Progressive
- ü Technology Based Learning
- ü Honors/Advanced Classes
- ü ESL/ Bilingual Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/5/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Mile High's responsibilities are to provide a safe and nurturing learning environment. We hold high standards for academics and strong expectations for positive character. We are committed to helping each student to reach his/her highest potential!

Parents

Kids are successful when parents provide the kind of upbringing (through love and discipline) that will maximize their chances for success. This includes guidance in: respect, work ethic, good attendance, homework, and involvement in activities. Mile High strives to be a partner with the parents!

Transportation Policy

Bus service is available to students who live within a two-mile boundary. This service is a privilege that may be revoked. The safety of all riders is paramount; therefore, bus behavior is monitored.

School Honors

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

Award/Honor	Year
ü Band/Choir: Consistent Superior Ratings/Flagstaff	2004
ü President Award for Educational Excellence- Participant	2004
ü Numerous Essay, Poetry, and Math Counts Awards	2004
ü National Space Day 8th Grade Team: 1st Place - Design	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	205	426	75001	100	100	99	478	489	468	30	25	37	34	33	36	23	22	16	13	20	10
All Students (Prior Year)	230	428	71167	100	100	99	486	488	463	20	18	38	45	44	41	21	22	14	15	16	7
Female	108	208	36846	100	100	99	478	489	468	29	26	36	32	30	38	26	23	16	13	21	10
Male	97	218	37974	100	100	99	478	488	467	31	25	39	35	35	34	20	21	16	14	19	11
African American	--	NC	3720	--	NC	98	--	NC	446	--	NC	53	--	NC	33	--	NC	9	--	NC	4
Hispanic	26	38	26675	100	100	98	454	461	448	43	41	52	35	35	34	13	15	10	9	9	4
Asian/Pacific Islander	--	NC	1575	--	NC	99	--	NC	504	--	NC	18	--	NC	33	--	NC	20	--	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	175	374	37785	100	100	99	482	492	482	28	24	25	33	32	39	25	23	21	14	22	15
Students with Disabilities	25	59	8802	100	100	100	418	429	418	75	72	79	25	21	16	0	5	3	0	2	1
Students without Disabilities	180	367	66199	100	100	99	484	496	472	26	20	34	34	34	38	25	24	17	15	22	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	42	75	29814				457	458	448	42	44	53	39	37	33	8	9	10	11	10	4
Non-Economically Disadvantaged	163	351	45170				483	495	479	27	22	28	32	32	38	27	24	20	14	22	14

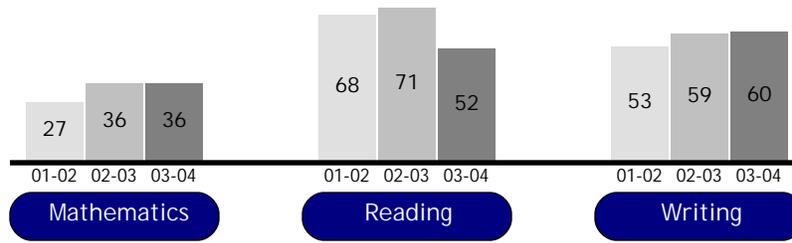
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	205	426	74918	100	100	99	501	510	497	26	21	32	23	18	19	36	41	35	16	20	15
All Students (Prior Year)	228	424	71100	100	100	99	519	522	502	11	9	25	18	18	21	44	46	40	27	27	15
Female	108	208	36805	100	100	99	504	513	501	24	20	28	23	18	19	33	39	37	20	23	16
Male	97	218	37936	100	100	99	498	506	493	27	23	35	22	17	18	39	43	33	12	16	14
African American	--	NC	3719	--	NC	98	--	NC	481	--	NC	43	--	NC	21	--	NC	29	--	NC	7
Hispanic	26	38	26645	100	100	98	477	485	478	50	40	46	8	9	20	25	37	27	17	14	6
Asian/Pacific Islander	--	NC	1571	--	NC	99	--	NC	521	--	NC	18	--	NC	15	--	NC	38	--	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	175	374	37773	100	100	99	505	513	511	22	19	20	25	19	18	37	42	41	16	20	21
Students with Disabilities	25	59	8801	100	100	100	449	460	448	67	59	75	29	22	13	4	18	10	0	2	2
Students without Disabilities	180	367	66117	100	100	99	508	517	501	20	16	28	22	17	19	40	44	37	18	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	42	76	29785				478	481	477	46	45	47	20	18	20	24	27	26	10	10	6
Non-Economically Disadvantaged	163	350	45115				507	516	508	20	17	23	24	18	18	39	44	39	17	22	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	202	421	74503	100	99	99	487	501	491	10	8	9	31	27	32	53	57	51	7	8	8
All Students (Prior Year)	226	422	69001	99	99	96	502	507	490	6	5	17	34	30	37	59	64	45	0	1	1
Female	107	206	36686	100	100	99	504	515	506	7	4	5	24	23	29	59	63	57	10	9	9
Male	95	215	37644	98	99	98	467	488	476	13	11	13	39	31	36	45	52	45	3	6	6
African American	--	NC	3677	--	NC	97	--	NC	475	--	NC	12	--	NC	36	--	NC	46	--	NC	5
Hispanic	26	38	26500	100	100	97	471	477	467	21	14	13	33	34	39	33	43	44	13	9	4
Asian/Pacific Islander	--	NC	1566	--	NC	99	--	NC	537	--	NC	5	--	NC	23	--	NC	55	--	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	172	369	37606	100	99	99	490	504	508	8	7	6	31	27	28	55	59	56	6	8	10
Students with Disabilities	23	56	8662	96	95	100	403	417	409	26	27	37	61	47	42	13	27	20	0	0	1
Students without Disabilities	179	365	65841	100	100	98	498	513	499	7	5	7	27	25	32	58	61	53	8	9	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	40	73	29587				467	463	465	15	14	14	40	41	40	40	41	43	5	4	4
Non-Economically Disadvantaged	162	348	44898				492	509	507	8	6	7	29	24	28	56	61	55	8	8	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?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	49	57	49	95	65	64	53	97	64	NA	56
	Language	97	50	53	42	99	49	51	45	97	55	58	48
	Mathematics	95	65	70	58	98	69	73	62	98	73	79	66
7	Reading	100	53	55	48	99	61	64	51	99	64	NA	54
	Language	99	65	64	51	98	62	67	54	99	70	67	58
	Mathematics	98	60	65	54	99	64	70	58	100	66	71	62
8	Reading	98	56	61	49	98	65	68	53	100	60	NA	55
	Language	99	59	66	46	98	62	68	49	100	56	66	52
	Mathematics	98	63	69	54	99	70	73	58	100	66	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)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Staff Recognition
- Ü School Fair
- Ü School Improvement
- Ü School Community Relations/Communication
- Ü Extracurricular Activities
- Ü Promotion Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	3	0	0	0
10 or more years	5	22	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 27
 Core academic classes taught by Highly Qualified (NCLB) teachers. 107
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü 1000-seat Auditorium
- Ü Two Gyms, Full Size Football Field
- Ü 3 Computer Labs
- Ü Science, Art, Tech., and Lifeskills Labs

Extracurricular Activities

- Ü Student Council/NJHS/Yearbook
- Ü Band/Strings/Choir
- Ü Interscholastic Sports
- Ü Math Counts/Spelling Bee/Geography Bee
- Ü After School Clubs/Homework Clubs
- Ü Outdoor Science Lab-Harmony Habitat
- Ü Millenium Club/Silver Club (incentives)
- Ü Social Responsibility Training

Social Services

- Ü Donation Prorgams/Scholarship/Assistance
- Ü Big Brothers/Sisters Mentoring
- Ü Optimist Club
- Ü Volunteer Clubs- Service Work
- Ü Yavapai College Talent Search
- Ü Toastmasters
- Ü Student of the Month Recognition Program
- Ü Health Services- Dental and Medical

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Instructional Teaming has been successfully implemented at Mile High Middle School. The benefit of this interdisciplinary teaming promotes communication, coordination, and cooperation among subject matter specialists, students and parents.
- ü Our student body has an average 3.0 GPA. This has been consistent for several years. Along with many positive programs that promote success, data shows that much credit goes to our Homework Assistance program. All students participate in this.
- ü The past few years we have averaged 70 percent parent participation in parent conferences. We strive to promote a partnership between the school and our parents. This goes a long way in promoting student success.
- ü The entire staff at Prescott Mile High Middle School has been trained on data driven instruction. As a school, we have created action plans and goals based on our school's data. These goals help us to promote each student's greatest potential.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	92	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 5-6	64	74
Grades 6-7	58	50
Grades 7-8	64	82

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

Although we have a very safe campus, we have instituted Youth Safe, Milestones, and have implemented a Character Counts Program. Our emergency crisis plan is strongly presented and practiced. We follow the Board adopted Zero-Tolerance policy that is used in our district.

Mile High has adopted a discipline matrix that deals with behavior and safety problems in a swift and consistent manner. Our character counts program concentrates on prevention by teaching students to make good choices.

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) :

8

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	Joseph W. Howard	(928) 717-3241
Transportation Policy	Cindy Brown	(928) 717-3229
Community Resources	Mary Anne Kapp	(928) 717-3272
School Nutrition Programs	Jim Wahlstrom	(928) 717-3232
Parent Organization	Marlys Parks	(928) 717-3241
Student Health/Nurse	Susan Braverman	(928) 717-3241

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.

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Total cost of printing: 12 Pages X .0318 Per page X 630 Copies = \$240.00

** 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.