

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3906 East Braodway Suite #105, Phoenix, AZ 85040

Precision Academy Systems, Inc

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>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Not Met
2003-04	Met
2002-03	Not Met

#### School Improvement Status <sup>(b)</sup>

2004-05	SI Year 2
2003-04	Year 2
2002-03	Year 2

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. Daniel P. Martinez  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : 9-12  
 2005 Enrollment : 700  
 Web Address : precisionhigh.com  
 Phone Number : (602) 453-3661  
 Fax Number : (602) 453-3667  
 E-mail : DPMartinez52@netscape.net

### Mission

Provide a safe and caring educational environment, which promotes academic learning, character development, social maturity, community involvement, and career readiness for a diversified student population; to obtain the tools for successful lives.

### School / Academic Goals

- ü We will have an effective instructional focus in which we will provide career and life skills in a technology-rich environment that will lay the foundation for entry into postsecondary school/ careers.
- ü We will meet individual student needs by providing small student-teacher ratios and encouraging consistant student attendance. Each student will have an Individualized Learning Plan (ILP).

### Enrollment

October 1, 2004 School Year Student Enrollment : 708  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 700

## Instructional Programs

- Ü College Prep Classes Dual-credit/College
- Ü Vocational: Carpentry, Electrical
- Ü Special Education and ELL Classes
- Ü Vocational: Carpentry, Electrical
- Ü Barber Stylist
- Ü Nursing Assistant Program Certification
- Ü Food Handling Preparation Certification
- Ü Automotive

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/22/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

To provide a safe and caring environment for their children; respect to parents and their children; high academic and moral standards; adults who are positive role models; effective two-way communication; partnership/involvement in school activities.

### Parents

PHS believes that parents can be actively committed to the welfare of their children; show an ongoing positive interest in their children's school and home activities; communicate on an ongoing basis with school personnel; be involved with our school.

## Transportation Policy

Precision High does not provide transportation. Precision provides monthly bus passes to students that qualify under the federal school lunch program. Transportation has been reduced to field trips supporting and enhancing the instructional programs.

## School Honors

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

Award/Honor	Year
Ü North Central Accreditation	1999
Ü Al Garguilo Scholarship Fund	2002
Ü Arizona InterScholastic Athletic Association	2003
Ü Metro-Regional Soccer Champions 2003 and 2004	2003

10th 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	71	71	69846	92	92	100	656	656	699	77	77	21	7	7	11	14	14	49	2	2	18
All Students (Prior Year)	69	69	65934	99	99	100	459	459	492	89	89	43	8	8	18	3	3	24	0	0	15
Female	33	33	34328	97	97	99	651	651	702	79	79	19	11	11	12	11	11	51	0	0	18
Male	37	37	35509	86	86	100	658	658	696	78	78	23	4	4	11	13	13	48	4	4	18
African American	13	13	3535	87	87	100	650	650	677	71	71	31	29	29	15	0	0	46	0	0	8
Hispanic	56	56	23363	97	97	100	658	658	680	77	77	32	3	3	16	17	17	45	3	3	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	--	--	36421	--	--	99	--	--	714	--	--	12	--	--	8	--	--	54	--	--	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	69	69	62220	92	92	99	657	657	712	76	76	16	7	7	11	15	15	53	2	2	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	NC	21421	NC	NC	92	NC	NC	686	NC	NC	35	NC	NC	15	NC	NC	43	NC	NC	7
Non-Economically Disadvantaged	66	66	48489	100	100	100	655	655	704	77	77	15	8	8	10	13	13	52	3	3	23

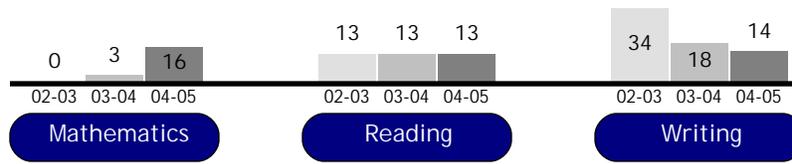
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	83	71311	95	95	100	645	645	694	28	28	7	59	59	21	13	13	63	0	0	9
All Students (Prior Year)	73	73	68162	86	86	100	468	468	509	45	45	18	42	42	24	13	13	51	0	0	8
Female	36	36	34899	92	92	100	641	641	700	39	39	5	52	52	19	9	9	66	0	0	10
Male	47	47	36430	98	98	100	648	648	688	19	19	9	65	65	22	16	16	61	0	0	8
African American	11	11	3573	85	85	100	652	652	676	0	0	9	86	86	26	14	14	60	0	0	4
Hispanic	60	60	24056	94	94	100	645	645	672	36	36	13	49	49	31	15	15	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	78	78	63379	95	95	100	647	647	707	25	25	5	61	61	18	14	14	68	0	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	22243	NC	NC	93	NC	NC	677	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Non-Economically Disadvantaged	77	77	49157	100	100	100	644	644	702	31	31	4	57	57	16	12	12	69	0	0	11

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	78	78	70868	90	90	100	636	636	688	16	16	5	71	71	23	14	14	63	0	0	9
All Students (Prior Year)	72	72	67629	85	85	100	448	448	524	64	64	22	18	18	16	18	18	59	0	0	3
Female	35	35	34710	90	90	99	632	632	697	18	18	3	73	73	19	9	9	66	0	0	12
Male	43	43	36176	90	90	100	639	639	678	14	14	7	69	69	27	17	17	59	0	0	7
African American	11	11	3557	85	85	99	642	642	675	0	0	7	100	100	25	0	0	62	0	0	6
Hispanic	55	55	23868	86	86	100	636	636	670	17	17	9	64	64	33	19	19	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	73	73	63054	89	89	99	637	637	701	15	15	3	71	71	20	15	15	67	0	0	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	NC	21994	NC	NC	92	NC	NC	673	NC	NC	10	NC	NC	36	NC	NC	52	NC	NC	3
Non-Economically Disadvantaged	72	72	48960	100	100	100	634	634	694	17	17	3	70	70	18	13	13	67	0	0	12

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)

10th 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 2004-05

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.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	N
	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 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.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	94	7	7	41	54	23	NA	42	62	32	32	51
	Language	99	5	5	42	54	18	18	42	60	32	32	50
	Mathematics	100	22	22	60	56	42	42	63	90	30	30	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

- 3 School Administrator(s)
- 7 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 3 Student(s)

Council Duties

- Ü School Improvement
- Ü North Central Accreditation Association
- Ü Community Involvement
- Ü No Child Left Behind Committee
- Ü Parental Involvement Committee
- Ü Extra - Curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	35.00
Other Professional Staff	6.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	3	0	0
4 to 6 years	9	1	0	0
7 to 9 years	9	0	0	0
10 or more years	2	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	350
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Kitchen for Food Handling Career Program
- Ü 4 Computer Labs
- Ü 2 Mobile Wireless Computer Lab
- Ü Gym, Weight Room and Cardio Center

Extracurricular Activities

- Ü Student Council
- Ü Boys and Girls Soccer
- Ü Boys Basketball
- Ü Girls Basketball
- Ü Cheerleading
- Ü Cross Country
- Ü Wrestling

Social Services

- Ü Job Placement
- Ü Health Services
- Ü Counseling Services
- Ü Dental Program
- Ü On-Site Immunization

School Achievements/Accomplishments 2004-05

- ü One hundred and twenty five students graduated from Precision High School.
  
- ü PHS has successfully graduated six students from PHS medical nursing assistant program. Ten students graduated from the Barbering Program and Twelve from Carpentry/Electrical program.
  
- ü All of our students in our foods program earned their food handlers permit from Maricopa County.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	62	12	12	17
Transfers In Rate <sup>6</sup>	105	28	28	37
Stability Rate <sup>7</sup>	38	87	87	82
Promotion Rate <sup>8</sup>	21	96	95	81
Retention Rate <sup>9</sup>	16	1	1	3
Dropout Rate <sup>10</sup>	49	0	1	6
Status Unknown <sup>11</sup>	39	0	1	4
Graduation Rate <sup>12</sup>	24	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students/parents go through an interview process where expectations are fully explained and agreed upon. Parent communication is a daily responsibility of our admissions staff and teachers. School policy reflects zero-tolerance of serious offenses. Zero-tolerance for drugs, bullying, and school violence.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

25
----

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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Monica R. Romero	(602) 453-3661
Transportation Policy	Daniel P. Martinez or Laura Brown	(602) 453-3661
Community Resources	Sandy O. Ramirez	(602) 453-3661
School Nutrition Programs	Daniel P. Martinez or Leslie McGruder	(602) 453-3661
Parent Organization	Mary Verdugo	(602) 453-3661
Student Health/Nurse	Susan Pietrangelo	(602) 453-3661

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.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. 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. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

\*\* 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.