

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3223 N 4th Street, Flagstaff, AZ 86004

Flagstaff 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)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

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

School Overview

Principal/Administrator : Mr. Roger Hill
 Schedule : 07:00 AM to 04:30 PM
 Grades : 7-8
 2005 Enrollment : 789
 Web Address : flagstaff.k12.az.us
 Phone Number : (928) 773-8250
 Fax Number : (928) 773-8269
 E-mail : rhill@apscc.org

Mission

We are committed to promoting the cognitive social, emotional and physical growth of our students in a safe learning environment. The faculty integrates the state educational standards to reflect individual needs, build upon basic skills and enhance learning through heterogeneous grouping. We prioritize suitable class sizes with properly equipped classrooms. Ultimately we prepare our students to be leaders in their future education and employment.

School / Academic Goals

- ü Students develop skills and obtain knowledge preparing them for future education and employment. The AIMS test will be an indication as to the success of our students. Mount Elden students will meet or exceed the state standards.
- ü Students that come to Mount Elden behind in their reading level will improve their reading at a greater rate than when they entered.
- ü Students have the opportunity to select from a large variety of elective choices to enhance the education.
- ü Students will see how their core classes interrelate with the real world by participating in integrated units.

Enrollment

October 1, 2004 School Year Student Enrollment : 840
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 50

Instructional Programs

- Ü Integrated Core Teams
- Ü Exploratory Electives
- Ü Leveled Math Program
- Ü Sustained Silent Reading (15 mins daily)
- Ü Gifted Opportunity Team
- Ü Reading to Bridge Gaps
- Ü Resource Program & Inclusive Environment
- Ü Extensive Music Offerings

Calendar Information

Number of Instruction Days :	184
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Mount Elden Middle School provides opportunities for students to explore interests and abilities while encouraging them to develop new interests which may be related to further education, vocational careers, and various cultural, intellectual and avocational pursuits.

Parents

Parents provide a nurturing and safe home environment. They encourage and help their child: take responsibility for successfully completing all schoolwork, promoting good study habits, regular attendance at school, and the value of good citizenship.

Transportation Policy

Students are provided with a Code of Conduct that details expectations for student behavior on the bus. Students may ride the bus if they live farther than one and one-half miles from school. Buses transport 65% of the students to and from school.

School Honors

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

Award/Honor	Year
Ü Wrestling Tournament Champion	2004
Ü A+ School--A+ Recognition Program	2003
Ü AZ Science Teacher of the Year	2003
Ü School of the Year - Flagstaff Chamber of Commerce	1999

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	396	792	78250	97	98	99	568	564	548	16	17	21	13	13	18	52	50	48	19	21	13
All Students (Prior Year)	460	853	75001	99	97	99	479	477	468	28	29	37	39	36	36	21	20	16	13	14	10
Female	200	378	38071	99	99	99	568	563	549	14	15	20	15	14	19	53	52	49	18	19	12
Male	196	414	40126	95	98	99	568	565	547	17	19	23	11	11	17	51	48	46	21	22	14
African American	NC	16	4058	NC	89	99	NC	548	523	NC	19	32	NC	19	22	NC	56	41	NC	6	5
Hispanic	86	162	29129	100	100	99	544	541	527	22	24	32	18	15	23	53	50	40	6	11	6
Asian/Pacific Islander	--	NC	1747	--	NC	100	--	NC	589	--	NC	9	--	NC	9	--	NC	50	--	NC	32
American Indian/Alaskan Native	115	206	4996	95	98	100	551	542	518	21	25	36	16	16	25	53	49	36	10	10	4
White	186	404	38320	96	98	99	589	583	568	10	10	12	9	10	14	50	50	55	31	30	19
Students with Disabilities	67	150	9329	92	97	100	505	469	454	56	58	64	17	17	18	25	24	16	2	2	2
Students without Disabilities	329	642	68996	98	98	99	581	586	561	7	7	16	12	12	18	58	56	52	23	25	14
Limited English Proficient Students	47	96	10133	94	100	100	524	483	488	34	39	45	25	23	25	39	35	28	1	2	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	169	300	33388	91	87	94	544	542	530	25	29	32	15	14	22	52	51	40	7	7	5
Non-Economically Disadvantaged	227	492	44937	100	100	100	586	577	561	8	9	13	11	12	15	52	50	54	29	29	18

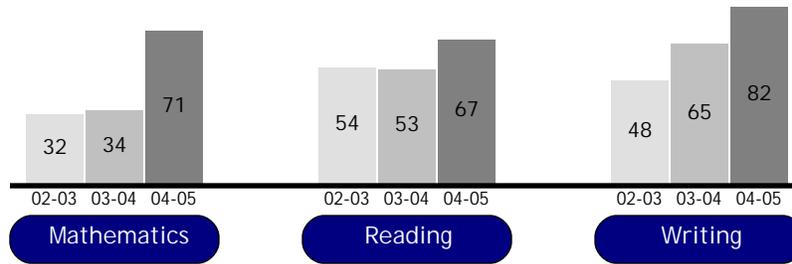
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	396	793	78302	97	0	99	519	517	512	12	10	11	21	20	25	59	62	57	8	8	7
All Students (Prior Year)	458	851	74918	99	97	99	501	504	497	26	24	32	20	20	19	37	38	35	16	18	15
Female	200	379	38082	99	0	99	519	516	518	10	7	8	21	20	24	64	67	61	6	6	7
Male	196	414	40166	95	0	99	518	517	507	14	13	14	22	21	26	54	56	54	10	11	6
African American	NC	17	4064	NC	0	100	NC	510	498	NC	13	14	NC	13	29	NC	75	54	NC	0	3
Hispanic	86	161	29152	100	0	99	497	496	492	19	17	17	30	28	34	49	51	46	1	4	2
Asian/Pacific Islander	--	NC	1746	--	NC	100	--	NC	542	--	NC	5	--	NC	13	--	NC	66	--	NC	16
American Indian/Alaskan Native	114	205	4993	94	0	100	501	493	484	17	16	19	26	30	38	54	51	42	3	3	1
White	187	406	38347	96	0	99	539	535	531	5	4	5	16	13	17	65	70	68	14	13	10
Students with Disabilities	68	152	9353	93	0	100	463	438	429	48	39	40	30	31	38	20	27	22	2	2	1
Students without Disabilities	328	641	69024	98	0	99	531	536	524	4	3	7	20	17	23	67	70	62	9	10	7
Limited English Proficient Students	46	95	10140	92	0	100	478	439	451	27	31	28	37	35	43	36	34	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	169	299	33398	91	0	94	497	498	495	20	18	18	24	27	35	55	53	46	1	1	2
Non-Economically Disadvantaged	227	494	44979	100	0	100	535	528	525	5	5	6	20	16	18	62	67	66	13	12	10

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	399	793	78094	98	98	99	553	550	545	2	3	3	16	14	18	81	81	77	1	2	2
All Students (Prior Year)	458	848	74503	99	97	99	501	520	491	6	5	9	28	23	32	59	61	51	6	11	8
Female	200	378	38025	99	99	99	561	560	558	1	1	2	13	9	13	86	88	82	1	2	2
Male	199	415	40013	96	98	99	544	540	534	4	5	5	20	19	23	75	76	71	1	1	1
African American	NC	17	4037	NC	94	99	NC	565	532	NC	0	4	NC	13	22	NC	88	73	NC	0	1
Hispanic	86	163	29068	100	100	99	535	532	523	5	4	5	22	19	27	73	75	67	0	1	1
Asian/Pacific Islander	--	NC	1743	--	NC	100	--	NC	577	--	NC	2	--	NC	9	--	NC	82	--	NC	8
American Indian/Alaskan Native	116	204	4981	96	97	100	542	535	526	2	3	4	20	21	25	78	75	70	0	1	0
White	188	405	38265	97	98	99	566	563	564	1	2	2	12	9	11	85	86	84	2	2	3
Students with Disabilities	69	151	9275	95	98	100	485	460	444	8	11	14	54	43	46	38	45	39	0	1	1
Students without Disabilities	330	642	68892	98	98	98	567	572	559	1	1	2	8	7	14	90	90	82	1	2	2
Limited English Proficient Students	48	95	10084	96	100	100	522	480	474	6	7	10	26	27	39	68	64	50	0	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	171	300	33296	92	87	94	535	535	527	4	5	5	22	21	27	73	73	67	1	1	0
Non-Economically Disadvantaged	228	493	44871	100	100	100	567	560	559	0	1	2	12	10	12	87	87	84	1	2	3

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 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?	Y
	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 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
7	Reading	95	57	61	51	91	59	NA	54	99	52	56	50
	Language	96	56	61	54	98	59	65	58	99	54	57	52
	Mathematics	96	64	65	58	97	66	69	62	99	54	56	50
8	Reading	94	56	61	53	93	61	NA	55	97	53	55	51
	Language	97	47	54	49	96	53	57	52	97	50	53	50
	Mathematics	96	63	66	58	97	68	67	61	97	60	61	53

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/

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)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü Parent/Educator/Student Relations
- Ü School Policies/Procedures
- Ü Extracurricular Activities
- Ü Academic Goals/Instructional Strategies
- Ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	52.70
Other Professional Staff	6.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	4	0	0
10 or more years	10	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	192
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer Learning Lab
- Ü Technology Lab--Vocational Emphasis
- Ü Dance Studio
- Ü Video Production Lab

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Wrestling
- Ü Basketball Boys & Girls
- Ü Volleyball
- Ü Native America Club
- Ü TIE Club
- Ü Student Council
- Ü After School Tutoring

Social Services

- Ü Community/School Recreation Facilities
- Ü Community/School Swimming Pool
- Ü Counseling Services
- Ü Dental Clinic
- Ü Health Clinics
- Ü Operation Wish Book - 3057 book dist.
- Ü Gang Resistance Education and Training
- Ü Polling Place for Elections

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Mt. Elden received the top mark of "Excelling" from Arizona Learns for the 04-05 school year.

- ü Our school was identified as an A+ School by the Arizona Educational Foundation, Arizona Department of Education and Bank One, April 2003.

- ü Selected as a model site for a Federal Gear-up grant for 2000-01. This early intervention program provides guidance, tutoring, and support for all students. Successful students in this program will be awarded a 4-year NAU scholarship.

- ü School of the year 1999 - chosen by the city.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	11	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	88	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	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

The goals of Mount Elden’s discipline code are: to promote a climate of student behavior necessary to achieve high moral and academic standards; maintain a climate conducive to learning; to help students make proper choices; and to provide consistent and fair discipline for violations. The code of conduct has been developed to clearly inform students, staff and parents of what is acceptable and unacceptable behavior. Every student is responsible for his/her behavior while at school.

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) :

37

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	Roger Hill	(928) 773-8250
Transportation Policy	Stacey Shaw	(928) 773-4170
Community Resources	Mark Williams	(928) 773-8265
School Nutrition Programs	Jacque Johnson	(928) 773-8256
Parent Organization	Don Gala	(928) 527-8250
Student Health/Nurse	Lonna Culbertson	(928) 773-6091

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."

ACHIEVEMENT PROFILES

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.

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.

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** 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.