

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1350 4th Avenue, Thatcher, AZ 85552

Thatcher 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	Highly Performing
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	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
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. Ron Sterr
 Schedule : 07:30 AM to 04:30 PM
 Grades : 4-6
 2005 Enrollment : 251
 Web Address : www.thatcherud.k12.az.us
 Phone Number : (928) 348-7250
 Fax Number : (928) 348-7220
 E-mail : sterr.ron@thatcherud.k12.az.us

Mission

At Thatcher Elementary School, students are our top priority, and all of our actions are guided by the answer to the question, 'What is in the best interest of our students?' With this in mind, it is our mission to provide support, guidance, and a nurturing environment necessary for our students to discover, create, learn, and progress toward their maximum potential. This will happen through the cooperative efforts of staff, students, parents, administration, and community.

School / Academic Goals

- ü Improve in identified areas of weakness on the AIMS test. Each grade level determines their own weak area, and works towards a goal of 100% of students being at or above average in the identified areas.
- ü Reduce the number of students in the lowest quarter group on the AIMS D.P.A. by ten percent.
- ü Maintain strengths: As we identify weaknesses, we intend to maintain areas of strength by identifying what practices have been most effective, and identifying new practices that address both strengths and weaknesses.

Enrollment

October 1, 2004 School Year Student Enrollment : 247
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 31

Instructional Programs

- Ü On-site Special Education
- Ü Gifted
- Ü ESL
- Ü Safelife
- Ü Character Ed.
- Ü Tobacco Awareness
- Ü DARE

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 25 minutes
First Day of School :	8/10/2005
Last Day of School :	5/19/2006

Shared Responsibilities

School

We assume the responsibility of setting and communicating high academic standards with a goal of consistent excellence in the kind of education we provide.

Students and parents are provided with a handbook giving them a calendar of grading periods, as well as grading and other policies. Also include is our standards, mission, and belief statements. School/parent communication is maintained through newsletters, web site postings, emails, and letters home or phone calls for individual matters.

Parents

It is the responsibility of parents to send children, who are properly nourished and appropriately dressed, punctually and regularly to school. Parents are also urged to keep an open line of communications with individual teachers in order to eliminate problems before they grow larger. Parents and the school are partners in the education of children. We have worked to open lines of communication by installing classroom phones, and making teacher email addresses and phone extensions available.

Transportation Policy

Transportation is available for students living in district boundaries beyond a one-mile limit. Transportation is also available for physically challenged, special education students within district boundaries, regardless of distance.

School Honors

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

Award/Honor	Year
Ü Presidential Academic Fitness Award	2001
Ü TUSD Teacher of the Year	2002
Ü 3 new masters degrees, one with distinction for 4.0 GPA	2004
Ü National Elks Hoop-Shoot winner	2005

5th 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	96	96	78906	100	100	99	501	501	498	3	3	13	23	23	19	55	55	48	19	19	20
All Students (Prior Year)	90	90	76019	100	100	100	505	505	499	7	7	14	40	40	39	18	18	14	34	34	33
Female	44	44	38644	100	100	99	501	501	500	5	5	12	20	20	19	65	65	49	10	10	19
Male	52	52	40236	100	100	99	501	501	497	2	2	15	25	25	19	47	47	46	25	25	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	20	20	31938	100	100	99	498	498	481	5	5	19	26	26	25	58	58	46	11	11	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	72	72	36483	100	100	99	502	502	517	1	1	7	24	24	13	54	54	51	21	21	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	88	88	68310	99	99	98	506	506	509	4	4	9	23	23	18	55	55	51	18	18	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	44	44	38679	96	96	96	505	505	483	5	5	20	29	29	25	50	50	45	17	17	10
Non-Economically Disadvantaged	52	52	40295	100	100	100	498	498	513	2	2	7	18	18	13	59	59	50	20	20	30

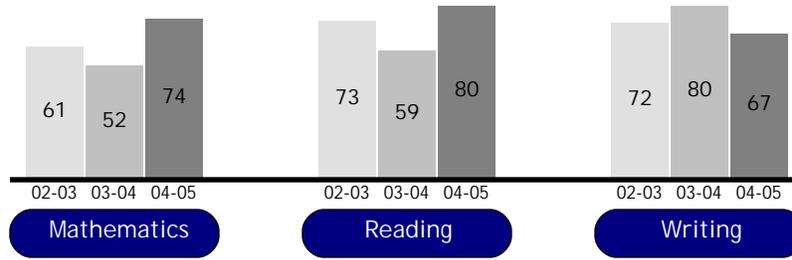
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	96	78908	100	0	99	495	495	484	2	2	10	18	18	23	70	70	58	10	10	9
All Students (Prior Year)	90	90	76020	100	100	100	505	505	503	10	10	25	30	30	23	49	49	40	10	10	12
Female	44	44	38648	100	0	99	503	503	489	0	0	8	20	20	22	73	73	61	8	8	10
Male	52	52	40233	100	0	99	488	488	479	4	4	12	16	16	25	69	69	55	12	12	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	20	20	31940	100	0	99	483	483	465	5	5	16	32	32	32	53	53	49	11	11	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	72	72	36502	100	0	99	498	498	502	1	1	4	13	13	14	75	75	67	10	10	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	88	88	68312	99	0	98	502	502	493	1	1	7	17	17	21	71	71	62	11	11	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	44	44	38662	96	0	96	500	500	468	2	2	16	24	24	32	62	62	49	12	12	3
Non-Economically Disadvantaged	52	52	40315	100	0	100	490	490	498	2	2	5	12	12	15	78	78	66	8	8	14

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	96	96	78750	100	100	99	507	507	500	1	1	6	32	32	29	65	65	63	2	2	2
All Students (Prior Year)	90	90	75673	100	100	100	578	578	530	5	5	12	15	15	25	70	70	58	10	10	4
Female	44	44	38586	100	100	99	523	523	515	0	0	4	25	25	22	73	73	71	3	3	3
Male	52	52	40135	100	100	99	495	495	486	2	2	8	37	37	35	59	59	56	2	2	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	20	20	31841	100	100	99	495	495	483	0	0	8	42	42	36	58	58	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	72	72	36440	100	100	99	509	509	516	1	1	3	29	29	22	66	66	71	3	3	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	88	88	68196	99	99	98	514	514	513	1	1	3	33	33	25	64	64	69	2	2	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	44	44	38558	96	96	96	507	507	485	2	2	8	36	36	37	60	60	54	2	2	1
Non-Economically Disadvantaged	52	52	40260	100	100	100	507	507	514	0	0	3	29	29	21	69	69	72	2	2	4

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)

5th 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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 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
4	Reading	99	60	60	52	98	65	NA	56	98	59	59	48
	Language	100	55	55	48	99	55	55	52	98	60	59	49
	Mathematics	100	55	55	57	98	61	61	61	98	63	63	53
5	Reading	96	64	64	50	99	56	NA	55	100	59	59	50
	Language	100	57	57	46	99	54	54	49	100	60	60	50
	Mathematics	100	74	74	57	99	58	58	63	100	55	55	49
6	Reading	100	60	60	53	100	63	NA	56	98	58	58	51
	Language	100	51	51	45	100	55	55	48	98	58	58	47
	Mathematics	98	75	75	62	100	76	76	66	98	63	63	52

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."

Thatcher Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Textbook Selection
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	14.00
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	14
Teachers with Emergency Certificaton.	1.5
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Internet Based Technology
- Ü Up-To-Date Library Services
- Ü LCD media display

Extracurricular Activities

- Ü Band (Grades 5 and 6)
- Ü Orchestra
- Ü Track and Field Day
- Ü After School Soccer/Basketball/Wrestling
- Ü Vocal Music
- Ü Gifted Technology Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Health Screening Services
- Ü DES Services

School Achievements/Accomplishments 2004-05

ü Labeled a 'Highly Performing' school by the Arizona Department of Education for the third year in a row.

ü Labeled 'Highly Performing' by the Federal No Child Left Behind Act.

ü Many students' writings published in local newspaper.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	8	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	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 Thatcher Unified School District holds the safety of their students and employees as the highest priority. Students are closely supervised by faculty, staff, and local law enforcement. We maintain high standards of behavior for our students, and we make sure that they understand those standards.

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) :

1

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	Wendy Jensen	(928) 428-4456
Transportation Policy	Mike Ajeman	(928) 348-5279
Community Resources	Kay Stacey	(928) 348-7252
School Nutrition Programs	Mel Taylor	(928) 348-7211
Parent Organization	Amy Boltinghouse	(928) 348-7262
Student Health/Nurse	Lynn Smith	(928) 348-7250

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.

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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Total cost of printing: 12 Pages X .0318 Per page X 251 Copies = \$96.00

** 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.