Arizona Department of Education

Tom Horne, Superintendent of Public Instruction

Poston Junior High School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2433 E Adobe, Mesa, AZ 85213

Mesa Unified District

AZ LEARNS[1]

Elementary Achievement Profile (a)

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

(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.

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.

School Overview

Principal/Administrator :	Ms. Catherine A. Pletchette
Schedule :	07:30 AM to 04:30 PM
Grades :	7-9
2005 Enrollment :	1425
Web Address :	www.mesa.k12.az.us/~poston/
Phone Number :	(480) 472-2100
Fax Number :	(480) 472-2107
E-mail :	capletch@mpsaz.org

Mission

The mission of Poston Junior High School's staff is to work with parents to help each student acquire the attitudes and academic, creative, personal, physical and technological skills necessary to contribute and adapt within a constantly changing, global society.

School / Academic Goals

- To improve each student's reading, writing and mathematics performance while increasing critical thinking and real-life application skills.
- To increase proficiency in using technology as a learning tool.
- To develop student educational achievement across all academic areas and through extracurricular and service-learning activities.
- To reinforce each student's academic readiness and responsibility for learning.

Enrollment

October 1, 2004 School Year Student Enrollment :	1439
Accepting New Students in 2005-06 Under Open Enrollment Law : [2]	Yes
Number of Students Attending Under Open Enrollment in 2004-05 :	199

Visit http://www.ade.az.gov/azlearns/ for more information on AZLearns and NCLB accountability requirements.

Instructional Programs

- Reading Across the Curriculum
- Writing Across the Curriculum
- Mathematics Across the Curriculum
- Academic Readiness Emphasis
- Gifted and Special Education
- FIne Arts
- Practical Arts
- Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Maintain high academic and behavior standards. Effectively teach established curriculum. Assure a safe, clean and orderly campus. Discipline with dignity. Maintain open lines of communication. Promote professional growth. Budget monies appropriately.

Parents

Provide basic needs and emotional support for students. Reinforce high academic and behavior standards. Model positive attitudes toward education and respect for school community. Ensure student's regular attendance and homework completion.

Transportation Policy

Busing is provided for students living more than one and one-half miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation is available for special education students (as addressed in the IEP).

School Honors

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

Award/Honor	Year
State Music Awards	2005
State and District Writing Awards	2005
District Art Awards	2005
Sports Championships	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 [3]

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	452	5700	78250	98	98	99	591	565	548	6	14	21	9	13	18	50	52	48	35	21	13
All Students (Prior Year)	491	5673	75001	99	99	99	510	489	468	12	24	37	27	33	36	33	24	16	28	20	10
Female	217	2750	38071	97	98	99	596	568	549	5	12	20	9	14	19	51	53	49	35	20	12
Male	234	2950	40126	98	98	99	587	563	547	6	15	23	8	13	17	50	51	46	35	21	14
African American	13	230	4058	100	97	99	549	527	523	18	20	32	9	20	22	73	53	41	0	7	5
Hispanic	73	1677	29129	100	99	99	578	538	527	14	26	32	5	18	23	59	47	40	22	9	6
Asian/Pacific Islander	NC	136	1747	NC	96	100	NC	587	589	NC	7	9	NC	8	9	NC	51	50	NC	34	32
American Indian/Alaskan Native	10	233	4996	91	98	100	559	524	518	25	26	36	13	23	25	50	43	36	13	8	4
White	347	3424	38320	97	98	99	596	582	568	3	7	12	9	10	14	47	56	55	40	27	19
Students with Disabilities	28	498	9329	100	100	100	451	423	454	48	55	64	16	19	18	28	24	16	8	3	2
Students without Disabilities	424	5203	68996	97	98	99	600	579	561	3	10	16	8	13	18	52	55	52	37	23	14
Limited English Proficient Students	NC	423	10133	NC	100	100	NC	443	488	NC	45	45	NC	22	25	NC	33	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	131	2386	33388	95	93	94	572	549	530	14	23	32	11	18	22	58	49	40	18	10	5
Non-Economically Disadvantaged	321	3315	44937	99	100	100	599	577	561	3	7	13	8	10	15	48	55	54	42	28	18

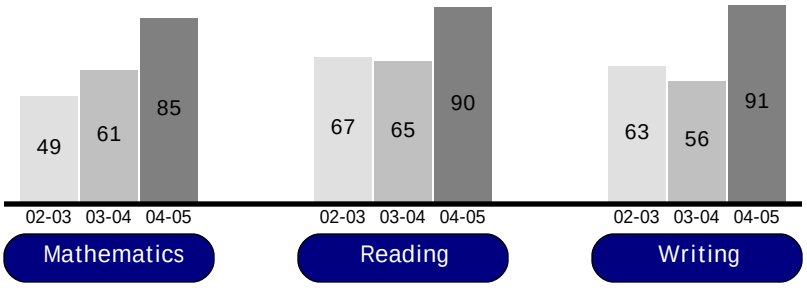
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	452	5699	78302	98	0	99	551	523	512	3	7	11	7	19	25	73	65	57	17	9	7
All Students (Prior Year)	492	5674	74918	100	99	99	514	502	497	19	28	32	16	18	19	43	36	35	22	18	15
Female	217	2752	38082	97	0	99	558	531	518	3	5	8	7	18	24	70	67	61	20	10	7
Male	234	2947	40166	98	0	99	544	516	507	3	9	14	8	20	26	75	62	54	14	8	6
African American	13	230	4064	100	0	100	517	496	498	9	4	14	18	36	29	73	59	54	0	2	3
Hispanic	73	1678	29152	100	0	99	543	497	492	3	15	17	8	30	34	79	52	46	10	3	2
Asian/Pacific Islander	NC	136	1746	NC	0	100	NC	537	542	NC	4	5	NC	14	13	NC	67	66	NC	14	16
American Indian/Alaskan Native	10	233	4993	91	0	100	513	486	484	13	15	19	13	31	38	75	52	42	0	2	1
White	347	3422	38347	97	0	99	555	539	531	2	3	5	7	13	17	71	71	68	20	12	10
Students with Disabilities	28	498	9353	100	0	100	418	400	429	28	33	40	40	39	38	32	27	22	0	1	1
Students without Disabilities	424	5202	69024	97	0	99	559	535	524	1	5	7	5	17	23	75	68	62	18	10	7
Limited English Proficient Students	NC	423	10140	NC	0	100	NC	405	451	NC	33	28	NC	42	43	NC	24	29	NC	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	131	2384	33398	95	0	94	534	507	495	7	13	18	14	30	35	71	54	46	8	4	2
Non-Economically Disadvantaged	321	3316	44979	99	0	100	557	534	525	1	3	6	5	12	18	73	72	66	21	13	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	449	5652	78094	97	97	99	575	546	545	0	3	3	8	17	18	87	78	77	4	2	2
All Students (Prior Year)	484	5635	74503	98	99	99	500	479	491	7	13	9	36	37	32	46	42	51	10	8	8
Female	216	2739	38025	97	97	99	588	562	558	1	2	2	4	12	13	89	83	82	7	3	2
Male	232	2913	40013	97	97	99	563	531	534	0	5	5	12	21	23	85	72	71	2	1	1
African American	13	227	4037	100	96	99	550	525	532	0	2	4	9	23	22	91	74	73	0	0	1
Hispanic	72	1662	29068	100	98	99	564	515	523	2	7	5	10	29	27	87	63	67	2	0	1
Asian/Pacific Islander	NC	135	1743	NC	95	100	NC	563	577	NC	4	2	NC	8	9	NC	80	82	NC	8	8
American Indian/Alaskan Native	10	226	4981	91	95	100	567	510	526	0	7	4	13	23	25	88	69	70	0	1	0
White	345	3402	38265	97	97	99	578	564	564	0	1	2	8	11	11	87	85	84	5	3	3
Students with Disabilities	28	484	9275	100	100	100	428	397	444	4	17	14	52	48	46	44	34	39	0	1	1
Students without Disabilities	421	5169	68892	97	97	98	584	560	559	0	2	2	6	14	14	90	82	82	4	2	2
Limited English Proficient Students	NC	412	10084	NC	100	100	NC	405	474	NC	19	10	NC	47	39	NC	33	50	NC	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	130	2356	33296	94	92	94	557	529	527	2	6	5	12	26	27	83	67	67	3	1	0
Non-Economically Disadvantaged	319	3297	44871	99	100	100	581	558	559	0	2	2	7	11	12	88	84	84	5	3	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?	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.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	65	59	51	95	71	NA	54	98	66	55	50
	Language	97	77	62	54	96	78	64	58	98	66	58	52
	Mathematics	98	84	74	58	97	85	75	62	98	69	58	50
8	Reading	96	69	58	53	96	68	NA	55	97	68	57	51
	Language	93	75	56	49	95	72	58	52	97	64	55	50
	Mathematics	96	80	69	58	97	83	73	61	97	72	62	53
9	Reading	96	59	50	41	96	60	NA	42	95	69	60	51
	Language	94	69	54	42	96	67	54	42	95	67	59	50
	Mathematics	98	82	74	60	97	84	76	63	94	71	62	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/

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	Council Duties
3 School Administrator(s)	ü Academic Success/School Improvement
1 Non-certified Employee(s)	ü School/Community Relations
7 Teacher(s)	ü Student Issues
8 Parent(s)	ü School Safety Issues
0 Community Member(s)	ü Behavior Management
6 Student(s)	ü Extracurricular Funding/Field Trips

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.40	Teacher	67.40
Other Professional Staff	6.50	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	6	6	0	0
7 to 9 years	3	6	0	0
10 or more years	10	27	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	548
Teachers with Emergency Certificaton.	12
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Hightly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- ü Flexible-Use Auditorium/Lecture Rooms
- ü Library
- ü Computer/Productivity Labs
- ü Olympic-Sized Swimming Pool

Extracurricular Activities

- ü National Academic League
- ü Service Learning
- ü Fine Arts Performance Groups
- ü National Junior Honor Society
- ü AIA Athletics/Intramurals/Cheerleading
- ü Yearbook
- ü Student Council
- ü Varied Student Clubs

Social Services

- ü Breakfast/Lunch Programs
- ü Health Services/Immunizations
- ü Youth Sports/Recreation Programs/Pool
- ü Community Classes
- ü On-Campus Tutoring
- ü Prevention Programs
- ü School Resource Officer
- ü College Bridging for Disadvantaged Youth

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Poston successfully reinforced students' academic readiness through implementation of the Poston Academic Readiness (PAR) program. Statistics show improved performance in arriving to class on time, with materials, and with homework completed.
- Poston students maintained high scores in mathematics, reading and writing as measured by the AIMS and TerraNova achievement tests administered in the spring of 2005.
- School-wide improvement goals were set and achieved in the areas of writing and mathematics as measured by the district criterion-referenced test.
- Poston staff successfully achieved their Quality Service goals as measured by the annual parent and student survey.

Student Activity Rates for School Year 2004-05

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate [4]	96	95	94	95
Transfers Out Rate [5]	7	12	12	17
Transfers In Rate [6]	13	28	28	37
Stability Rate [7]	92	87	87	82
Promotion Rate [8]	97	96	95	81
Retention Rate [9]	0	1	1	3
Dropout Rate [10]	1	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

We have an active program of prevention and rule/law enforcement through school, district, police & probation officials. Throughout the year, student behavior expectations are taught and are focused on respect. We conduct regular safety checks and have developed procedures to deal with emergency preparedness.

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) : 36

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	Catherine Pletchette	(480) 472-2130
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Charles Cooper	(480) 472-2170
School Nutrition Programs	A. Pohlo/R. Profita	(480) 472-2070
Parent Organization	Charles Cooper	(480) 472-2170
Student Health/Nurse	Merrilee Powell	(480) 472-2052

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.

Footnotes

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.