



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4949 E Southern Ave, Mesa, AZ 85206

Mesa 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2003-04	Excelling
2002-03	Excelling
2001-02	Improving

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

School Overview

Principal/Administrator : Dr. Barbara J Remondini  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : 7-9  
 2004 Enrollment : 1356  
 Web Address : www.mesa.k12.az.us  
 Phone Number : (480) 472-2600  
 Fax Number : (480) 472-2698  
 E-mail : bjremond@mpsaz.org

Mission

Our mission at Brimhall Junior High School is to enable all students to succeed as lifelong learners and respectful, contributing members in a diverse society through a partnership of students, teachers, parents, and the community.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

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

School / Academic Goals

- ü Students will demonstrate an increase in performance of vocabulary, as indicated on standardized tests by participating in a schoolwide vocabulary development program.
- ü Students will demonstrate an increase in performance in writing as indicated by standardized tests by participating in school-wide, cross-curricular writing projects.
- ü Students will demonstrate an increase in performance in math computation as indicated on standardized tests by participating in a rigorous curriculum that includes algebra for ninth graders.

Enrollment

October 1, 2003 School Year Student Enrollment : 1355  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 133

Instructional Programs

- Ü On-site Special Education
- Ü Honors Classes
- Ü Leadership Development Courses
- Ü Fine/Practical Arts
- Ü Service Learning Integrated Programs
- Ü Teen Court
- Ü Technical Arts

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide a safe environment by careful planning, scheduling, supervision, use of ID cards, positive decision-making activities, academic growth for each student and effective two-way communication with parents using a daily planner.

Parents

Ensure good school attendance; provide basic needs, support and assist the youngster in academic progress; demonstrate a positive attitude toward the school, staff, policies/procedures; two-way communication with school personnel.

Transportation Policy

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

School Honors

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

Award/Honor	Year
Ü ABODA Music Festival Band - Superior Rating	2004
Ü District Music Festival Orchestra - Superior Rating	2003
Ü City Champions - Track and Baseball	2003
Ü State Cheerleading Champions	2003

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	459	5673	75001	100	99	99	502	489	468	18	24	37	32	33	36	23	24	16	27	20	10
All Students (Prior Year)	443	5563	71167	99	98	99	490	480	463	20	24	38	36	41	41	26	23	14	18	13	7
Female	221	2761	36846	100	100	99	498	489	468	18	22	36	36	36	38	21	25	16	25	18	10
Male	238	2908	37974	100	99	99	506	489	467	19	26	39	29	30	34	24	23	16	29	22	11
African American	18	221	3720	100	100	98	513	468	446	6	39	53	44	31	33	17	18	9	33	12	4
Hispanic	98	1551	26675	100	99	98	471	462	448	37	40	52	34	37	34	16	17	10	12	7	4
Asian/Pacific Islander	NC	136	1575	NC	100	99	NC	507	504	NC	17	18	NC	27	33	NC	22	20	NC	34	29
American Indian/Alaskan Native	NC	213	4731	NC	98	98	NC	450	438	NC	51	61	NC	32	30	NC	13	7	NC	4	2
White	329	3539	37785	100	99	99	510	502	482	13	16	25	31	32	39	25	27	21	31	25	15
Students with Disabilities	37	476	8802	100	100	100	433	421	418	62	75	79	30	21	16	8	3	3	0	1	1
Students without Disabilities	422	5197	66199	99	99	99	508	494	472	14	20	34	32	34	38	24	25	17	30	21	11
Limited English Proficient Students	41	799	11710	100	100	100	453	454	429	44	46	70	41	37	25	9	13	4	6	4	1
Migrant Students	--	23	709				--	430	442	--	67	57	--	28	34	--	6	7	--	0	2
Economically Disadvantaged	152	2327	29814				469	464	448	36	39	53	36	35	33	17	16	10	10	10	4
Non-Economically Disadvantaged	307	3346	45170				518	505	479	10	14	28	30	31	38	25	28	20	35	26	14

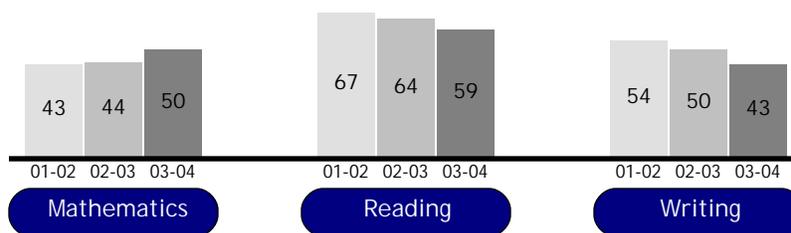
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	457	5674	74918	100	99	99	509	502	497	26	28	32	15	18	19	36	36	35	23	18	15
All Students (Prior Year)	441	5561	71100	99	98	99	508	507	502	18	20	25	19	20	21	47	44	40	17	17	15
Female	220	2760	36805	100	99	99	512	507	501	22	25	28	16	19	19	38	37	37	25	19	16
Male	237	2910	37936	100	99	99	506	498	493	29	32	35	14	16	18	34	35	33	23	17	14
African American	18	222	3719	100	100	98	513	489	481	17	38	43	17	18	21	50	31	29	17	13	7
Hispanic	99	1550	26645	100	99	98	479	477	478	53	47	46	15	19	20	24	27	27	8	6	6
Asian/Pacific Islander	NC	136	1571	NC	100	99	NC	512	521	NC	21	18	NC	16	15	NC	40	38	NC	23	30
American Indian/Alaskan Native	NC	214	4729	NC	99	98	NC	469	468	NC	54	57	NC	19	19	NC	22	19	NC	5	4
White	326	3539	37773	99	99	99	517	514	511	18	19	20	15	17	18	38	40	41	28	24	21
Students with Disabilities	37	477	8801	100	100	100	446	440	448	86	81	75	3	11	13	8	6	10	3	2	2
Students without Disabilities	420	5197	66117	98	99	99	515	507	501	20	24	28	16	18	19	38	38	37	25	20	16
Limited English Proficient Students	42	802	11706	100	100	100	458	467	454	75	57	71	9	18	16	13	21	12	3	4	1
Migrant Students	--	23	706				--	449	467	--	78	55	--	22	22	--	0	20	--	0	4
Economically Disadvantaged	152	2331	29785				484	479	477	44	46	47	13	19	20	31	28	26	11	8	6
Non-Economically Disadvantaged	305	3343	45115				521	516	508	17	18	23	16	17	18	38	41	39	29	25	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	450	5635	74503	98	99	99	474	479	491	14	13	9	44	37	32	33	42	51	10	8	8
All Students (Prior Year)	434	5441	69001	97	96	96	493	494	490	15	13	17	36	36	37	49	50	45	1	0	1
Female	217	2744	36686	98	99	99	496	497	506	9	8	5	41	35	29	36	47	57	14	11	9
Male	233	2886	37644	98	98	98	455	461	476	19	18	13	46	40	36	29	37	45	6	6	6
African American	18	219	3677	100	100	97	510	463	475	0	21	12	44	36	36	39	36	46	17	7	5
Hispanic	97	1545	26500	99	99	97	439	444	467	26	21	13	44	45	39	27	31	44	3	3	4
Asian/Pacific Islander	NC	134	1566	NC	100	99	NC	497	537	NC	11	5	NC	32	23	NC	44	55	NC	13	18
American Indian/Alaskan Native	NC	208	4695	NC	96	97	NC	444	464	NC	23	14	NC	43	39	NC	29	44	NC	4	3
White	321	3517	37606	97	98	99	482	495	508	12	9	6	43	35	28	34	47	56	11	10	10
Students with Disabilities	34	472	8662	100	100	100	392	394	409	53	48	37	32	36	42	15	15	20	0	1	1
Students without Disabilities	416	5163	65841	97	99	98	481	486	499	11	10	7	45	38	32	34	44	53	11	9	8
Limited English Proficient Students	42	795	11608	100	100	100	402	422	430	41	30	23	47	45	47	13	23	28	0	2	1
Migrant Students	--	23	701				--	412	449	--	39	17	--	33	43	--	28	38	--	0	1
Economically Disadvantaged	148	2304	29587				444	445	465	19	22	14	48	42	40	29	32	43	4	4	4
Non-Economically Disadvantaged	302	3331	44898				488	500	507	11	7	7	42	34	28	35	48	55	13	11	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	97	58	53	48	94	63	59	51	98	61	NA	54
	Language	99	57	56	51	96	63	62	54	98	63	64	58
	Mathematics	94	73	67	54	96	79	74	58	98	75	75	62
8	Reading	95	61	54	49	93	64	58	53	96	64	NA	55
	Language	96	60	51	46	95	58	56	49	96	63	58	52
	Mathematics	95	72	66	54	96	75	69	58	95	78	73	61
9	Reading	98	47	46	37	96	50	50	41	96	50	NA	42
	Language	98	54	49	38	96	57	54	42	97	56	54	42
	Mathematics	97	75	71	56	98	77	74	60	98	76	76	63

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

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

Council Duties

- Ü Homework Policy
- Ü Attendance Issues
- Ü Student Discipline & Safety
- Ü School Community Issues
- Ü Student Activities/Travel
- Ü Parent/Educator Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	63.10
Other Professional Staff	5.40	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	6	0	0
4 to 6 years	8	8	0	0
7 to 9 years	6	2	0	0
10 or more years	5	37	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	45
Core academic classes taught by Highly Qualified (NCLB) teachers.	256
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Two IBM/One Mac Lab
- Ü Technology/Video/Robotics Lab

Extracurricular Activities

- Ü Academic Competitions
- Ü National Junior Honor Society
- Ü Fine Arts Productions/Contests
- Ü Student Council
- Ü AIA Athletics
- Ü Intramural Athletics
- Ü Chess Club

Social Services

- Ü Tutoring
- Ü Mediation
- Ü Parent Classes
- Ü Teen Court

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students continue to score well on standardized math tests. All three grades, 7, 8, and 9 scored at least a 75 National Percentile Ranking on the Stanford 9 Achievement Test.
- ü Eighth grade students scored a 43 on the Math portion of AIMS (Arizona's Instrument to Measure Standards), well above the district and state level. Reading and Writing scores were also above the state and district levels.
- ü Over 72 percent of students made 'One Year's Growth' in math as indicated on the Stanford 9 Achievement Test.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	67	74
Grades 7-8	72	80

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

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

Brimhall Jr. High takes a proactive approach to creating a safe and healthy environment. A comprehensive emergency plan that includes classroom education, neighborhood communication, and practice drills is in place. Security personnel and a resource officer serve as positive influences for students, focusing on prevention of incidents by actively participating in the instruction of safety and law related education.

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

28
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Barbara J. Remondini	(480) 472-2604
Transportation Policy	Mike Yonker	(480) 472-0178
Community Resources		(480) 472-0227
School Nutrition Programs	Loretta Zullo	(480) 472-0992
Parent Organization	Barbara J. Remondini	(480) 472-2604
Student Health/Nurse	Elizabeth Clarcken	(480) 472-2613

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 150 Copies = \$57.00

\*\* 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.