

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

6720 East Continental, Scottsdale, AZ 85257

Scottsdale 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	Performing
2002-03	Performing
2001-02	Maintaining

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not 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 Overview

Principal/Administrator : Mr. Dan Cooper  
 Schedule : 8:00 AM to 4:00 PM  
 Grades : 7-8  
 2004 Enrollment : 679  
 Web Address : [www.susd.org/schools/middle/supai](http://www.susd.org/schools/middle/supai)  
 Phone Number : (480) 484-5800  
 Fax Number : (480) 484-5801  
 E-mail : [dcooper@susd.org](mailto:dcooper@susd.org)

### Mission

Supai offers a safe, adolescent-friendly environment that meets the needs of our students through proven instructional strategies including: differentiated instruction, cooperative learning, and brain-based instructional strategies. Reading and Language Arts are blocked into our innovative HuLa (Humanities and Language arts) curriculum. Math students learn using the latest technology: Science labs are state of the art. Student activities strengthen character, self-esteem and resiliency.

### School / Academic Goals

- ü To increase individual student academic achievement and personal growth by offering a deep, rich, integrated curriculum and employing proven, effective instructional practices.
- ü To provide a positive, respectful and safe learning environment that focuses on the whole child and takes into account the special needs of young adolescents.
- ü To provide students with high quality instruction on the use of and application of modern technology and to provide teachers with the best instructional tools and training to help increase student achievement.
- ü Teachers will be provided with effective training to improve instructional practices and strategies that have been proven to increase student achievement.

### Enrollment

October 1, 2003 School Year Student Enrollment : 671  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 14

Instructional Programs

- Academic Core Curriculum
- Exploratory and Elective Courses
- Leadership Opportunities
- English Immersion Studies
- Gifted Classes
- On-site Special Education
- Tutoring

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to communicate and encourage parent participation at school; to ensure the safety of students; to maintain a highly qualified professional staff.

Parents

Provide a supportive home environment conducive to learning, motivate their children, serve as role models, and participate in school activities. Help their children abide by the district's Uniform Code of Student Conduct and the school's rules.

Transportation Policy

Transportation is provided for students who live more than one mile from school. Service is also provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration.

School Honors

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

Award/Honor	Year
• Teacher of the Year - Mayor's Committee on Disabilities	2001
• District Spelling Bee Champions (English and Spanish)	2001
• Junior High All-State Orchestra Members	2001
• Charros Teacher of the Year Award	2002

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	336	2214	75001	99	99	99	448	486	468	50	23	37	37	37	36	10	23	16	3	17	10
All Students (Prior Year)	294	2261	71167	95	100	99	449	477	463	48	25	38	39	43	41	9	22	14	4	10	7
Female	166	1093	36846	98	99	99	448	488	468	53	22	36	36	37	38	8	24	16	3	17	10
Male	167	1116	37974	98	99	99	447	485	467	49	24	39	37	36	34	13	23	16	2	17	11
African American	17	59	3720	94	97	98	436	456	446	65	43	53	29	43	33	6	7	9	0	7	4
Hispanic	116	249	26675	99	99	98	432	446	448	67	56	52	23	29	34	8	11	10	2	5	4
Asian/Pacific Islander	NC	58	1575	NC	97	99	NC	514	504	NC	11	18	NC	38	33	NC	15	20	NC	36	29
American Indian/Alaskan Native	15	28	4731	100	100	98	446	448	438	54	46	61	46	50	30	0	4	7	0	0	2
White	184	1815	37785	98	99	99	457	492	482	40	19	25	44	37	39	13	26	21	3	18	15
Students with Disabilities	38	155	8802	100	100	100	412	431	418	84	67	79	9	25	16	6	8	3	0	0	1
Students without Disabilities	298	2059	66199	98	99	99	452	490	472	46	20	34	40	37	38	11	24	17	3	18	11
Limited English Proficient Students	58	115	11710	98	98	100	403	406	429	95	89	70	5	11	25	0	0	4	0	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	150	300	29814				439	445	448	61	55	53	30	32	33	7	9	10	2	5	4
Non-Economically Disadvantaged	186	1914	45170				454	492	479	42	18	28	42	37	38	13	25	20	3	19	14

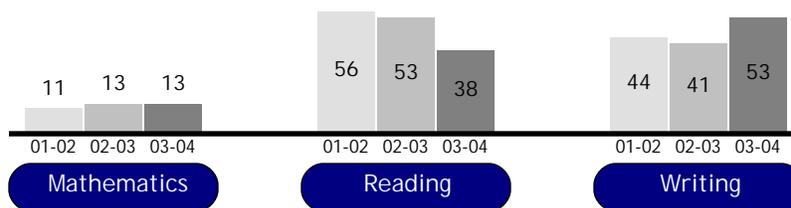
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	336	2212	74918	99	99	99	485	519	497	42	17	32	20	13	19	28	43	35	10	27	15
All Students (Prior Year)	292	2237	71100	94	100	99	500	518	502	25	14	25	22	15	21	43	48	40	10	24	15
Female	166	1092	36805	98	99	99	491	523	501	38	15	28	19	13	19	30	44	37	13	29	16
Male	167	1115	37936	98	99	99	479	515	493	45	20	35	20	13	18	27	42	33	8	25	14
African American	17	60	3719	94	98	98	487	492	481	41	37	43	18	12	21	35	45	29	6	7	7
Hispanic	116	249	26645	99	99	98	466	481	478	61	45	46	14	15	20	17	29	27	8	10	6
Asian/Pacific Islander	NC	58	1571	NC	97	99	NC	538	521	NC	11	18	NC	19	15	NC	32	38	NC	38	30
American Indian/Alaskan Native	15	28	4729	100	100	98	472	477	468	54	52	57	23	16	19	0	20	19	23	12	4
White	184	1812	37773	98	99	99	496	524	511	30	13	20	23	13	18	35	45	41	12	29	21
Students with Disabilities	35	153	8801	92	99	100	444	460	448	78	64	75	13	15	13	9	18	10	0	3	2
Students without Disabilities	301	2059	66117	99	99	99	490	522	501	37	15	28	20	13	19	30	44	37	12	28	16
Limited English Proficient Students	58	115	11706	98	98	100	429	438	454	95	89	71	5	6	16	0	3	12	0	2	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	151	300	29785				472	480	477	54	46	47	17	18	20	18	26	26	10	10	6
Non-Economically Disadvantaged	185	1912	45115				495	525	508	32	13	23	21	12	18	36	45	39	11	29	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	335	2201	74503	98	99	99	490	522	491	12	6	9	35	24	32	42	54	51	11	15	8
All Students (Prior Year)	282	2206	69001	91	99	96	487	505	490	16	8	17	43	28	37	41	63	45	0	1	1
Female	167	1091	36686	98	99	99	513	544	506	13	4	5	24	18	29	47	58	57	16	21	9
Male	165	1105	37644	96	98	98	466	500	476	11	8	13	47	31	36	36	51	45	6	10	6
African American	17	58	3677	94	95	97	502	494	475	12	10	12	24	29	36	53	52	46	12	9	5
Hispanic	115	248	26500	98	98	97	461	470	467	22	19	13	37	34	39	34	40	44	6	7	4
Asian/Pacific Islander	NC	58	1566	NC	97	99	NC	584	537	NC	4	5	NC	15	23	NC	53	55	NC	28	18
American Indian/Alaskan Native	15	28	4695	100	100	97	489	494	464	23	12	14	23	28	39	46	52	44	8	8	3
White	184	1804	37606	98	99	99	503	528	508	6	4	6	36	23	28	44	56	56	14	16	10
Students with Disabilities	34	150	8662	89	97	100	419	422	409	26	22	37	61	56	42	10	22	20	3	1	1
Students without Disabilities	301	2051	65841	99	99	98	498	528	499	11	5	7	32	23	32	46	56	53	12	16	8
Limited English Proficient Students	57	114	11608	97	97	100	385	399	430	49	46	23	44	38	47	8	14	28	0	2	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	149	295	29587				477	469	465	15	18	14	37	36	40	40	40	43	8	6	4
Non-Economically Disadvantaged	186	1906	44898				500	530	507	10	4	7	33	23	28	44	56	55	13	17	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.

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	99	50	70	48	99	46	70	51	94	51	NA	54
	Language	99	54	74	51	98	53	75	54	95	54	78	58
	Mathematics	99	53	74	54	100	50	74	58	93	50	76	62
8	Reading	98	50	71	49	100	54	71	53	93	52	NA	55
	Language	98	48	71	46	100	49	70	49	96	46	71	52
	Mathematics	98	48	73	54	100	54	72	58	94	50	74	61

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

Council Duties

- Ü Goals and School Improvement
- Ü Staff Development
- Ü Curriculum
- Ü Teaming
- Ü Technology
- Ü Scheduling

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	42.50
Other Professional Staff	5.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	3	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	4	0	0
10 or more years	6	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	131
Teachers with Emergency Certificaton.	3

Resources Available at School Site

Special Facilities

- Ü 3 Computer Labs
- Ü Band/Strings Building
- Ü Auditorium with Modern Performance Stage
- Ü State of the Art Media Center

Extracurricular Activities

- Ü Student Leadership/Government
- Ü Interscholastic Sports
- Ü Future Cities Program
- Ü National Junior Honor Society
- Ü Study Island

Social Services

- Ü Before/After School Tutoring
- Ü Health Center
- Ü Parent Liaison
- Ü SPI Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Marching band won award for the best marching band at the Parada del Sol. Jazz Band earned Superior with distinction at Jazz on the Mountainside competition. Symphonic band earned an excellent rating at the Scottsdale Concert Band Festival.
- ü Contestant to the state finals for the National Geographic Bee. 2nd place district winner in the Poetry Contest. 3rd place winner in the district Spelling Bee.
- ü Seven teams competed in the Future Cities Competiton.
- ü Exhibitors at Sally Ride Science Festival at ASU Barrett Honors College. Exhibitors at the Hispanic Heritage Fair.

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>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	3	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	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	56	49
Grades 7-8	74	59

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

The School Resource Officer teaches programs to the students. Schoolwide safety is addressed through structured discipline procedures. Conflict resolution skills are taught and modeled. Inservice was provided to staff on Bully Proofing strategies. Students are also taught bully-proofing and parents, students and staff sign an anti-bullying pledge. The six pillars of Character Counts are taught, discussed and reinforced regularly.

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) :

17

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	Dan Cooper	(480) 484-5810
Transportation Policy	Robert Flach	(480) 484-6128
Community Resources	Tom Herrmann	(480) 484-6158
School Nutrition Programs	Barbara Savastio	(480) 484-8686
Parent Organization	Doreen Song	(480) 484-5800
Student Health/Nurse	Monica Gray	(480) 484-5811

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).

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

Total cost of printing: 12 Pages X .0318 Per page X 679 Copies = \$259.00

\*\* 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.