

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2902 East Shea Boulevard, Phoenix, AZ 85028

Paradise Valley 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

High School 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.

School Overview

Principal/Administrator : Ms. Heather Glaeser
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 2005 Enrollment : 1993
 Web Address : shadowmountain.pvUSD.k12.az.us/
 Phone Number : (602) 867-5326
 Fax Number : (602) 867-5317
 E-mail : hglaeser@pvUSD.k12.az.us

Mission

The mission of Shadow Mountain High School is to lead students to high achievement and individual excellence through a system of professional expertise and positive collaboration.

Shadow Mountain High School provides its students with a world-class education. We challenge students to reach the highest levels of academic achievement and civic responsibility, in a safe and supportive environment.

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 / Academic Goals

- ü Improve academic achievement
- ü Provide a safe, supportive and respectful school environment
- ü Prepare students for a productive civic/work life in a global and diverse world

Enrollment

October 1, 2004 School Year Student Enrollment : 1954
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 300

Instructional Programs

- Ü Advanced Placement/Honors
- Ü College Credit Classes
- Ü State-of-the-Art Technology Integration
- Ü Comprehensive Fine Arts Program
- Ü Technology-based Learning
- Ü Special Education - Inclusion Model
- Ü Tutoring
- Ü Vocational Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 36 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We will provide a climate where students are challenged appropriately by a rigorous curriculum and taught in a quality, student-centered environment. Academic, social, and emotional growth of students is fostered and measured in a variety of ways. All adults in the community contribute to student success through their professionalism, continuous learning, and respectful behavior, which is characterized by the collaboration of stakeholders.

Parents

Parents are asked to provide a supportive home environment conducive to study and learning, to be role models by valuing education and participating in the activities of the school, and to help their children abide by the school's rules.

Transportation Policy

The PVUSD transportation policy is followed.

School Honors

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

Award/Honor	Year
Ü ASU TEAM State Champions	2005
Ü Flinn Scholars/National Merit Scholarship Finalists	2005
Ü Academic Decathlon 4A State Champions	2005
Ü Tennis, Cross Country, Swim and Dive Regional Winners	2005

10th 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	429	2607	69846	99	99	100	699	714	699	14	12	21	9	7	11	62	57	49	16	25	18
All Students (Prior Year)	492	2536	65934	98	99	100	503	503	492	27	28	43	19	20	18	37	34	24	17	18	15
Female	200	1287	34328	100	99	99	696	715	702	11	10	19	11	8	12	66	59	51	13	24	18
Male	229	1314	35509	97	98	100	701	713	696	17	14	23	7	6	11	59	54	48	18	26	18
African American	15	69	3535	100	99	100	628	665	677	42	27	31	0	11	15	50	50	46	8	11	8
Hispanic	46	325	23363	92	97	100	683	678	680	28	36	32	19	12	16	51	44	45	2	8	7
Asian/Pacific Islander	NC	77	1742	NC	100	99	NC	744	733	NC	7	8	NC	4	7	NC	46	46	NC	43	38
American Indian/Alaskan Native	NC	30	4785	NC	94	100	NC	667	671	NC	23	39	NC	23	17	NC	42	39	NC	12	5
White	355	2106	36421	99	99	99	705	721	714	11	8	12	7	6	8	64	59	54	18	27	26
Students with Disabilities	47	260	7690	96	100	100	579	600	593	57	58	64	9	13	14	30	27	21	4	2	2
Students without Disabilities	383	2350	62220	99	99	99	714	727	712	8	7	16	8	6	11	66	60	53	17	27	20
Limited English Proficient Students	17	119	5834	100	100	100	482	567	612	41	49	46	36	19	20	18	30	31	5	2	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	81	379	21421	86	87	92	692	691	686	26	32	35	10	11	15	57	49	43	6	7	7
Non-Economically Disadvantaged	349	2231	48489	100	100	100	700	718	704	11	8	15	8	6	10	63	58	52	18	28	23

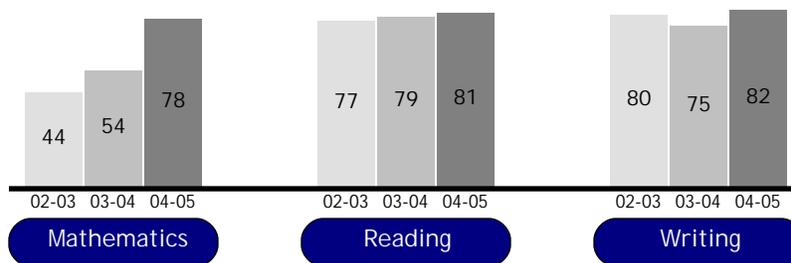
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	435	2648	71311	97	99	100	702	711	694	5	5	7	14	12	21	71	70	63	10	14	9
All Students (Prior Year)	501	2564	68162	100	99	100	526	526	509	5	8	18	16	17	24	68	63	51	11	12	8
Female	203	1299	34899	99	100	100	703	715	700	4	3	5	10	11	19	79	72	66	7	14	10
Male	231	1347	36430	96	99	100	702	707	688	6	6	9	17	12	22	64	68	61	12	14	8
African American	14	69	3573	93	96	100	612	670	676	18	11	9	36	19	26	45	60	60	0	10	4
Hispanic	50	346	24056	100	100	100	676	666	672	15	18	13	31	31	31	52	48	53	2	3	3
Asian/Pacific Islander	NC	79	1731	NC	100	98	NC	729	717	NC	0	3	NC	9	13	NC	72	68	NC	19	16
American Indian/Alaskan Native	NC	30	5110	NC	97	100	NC	667	661	NC	11	14	NC	25	38	NC	61	46	NC	4	2
White	357	2124	36841	97	99	99	711	719	713	3	2	3	11	8	12	75	74	72	11	16	13
Students with Disabilities	50	272	8021	98	100	100	580	597	590	24	24	27	40	37	42	32	37	29	4	2	1
Students without Disabilities	385	2377	63379	97	99	100	719	724	707	2	2	5	11	9	18	76	74	68	11	15	10
Limited English Proficient Students	17	131	6402	100	100	100	433	550	596	42	32	25	37	42	44	16	25	30	5	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	78	406	22243	79	90	93	692	685	677	9	14	14	24	28	32	61	53	51	5	5	3
Non-Economically Disadvantaged	357	2243	49157	100	100	100	705	715	702	4	3	4	12	9	16	73	73	69	11	15	11

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	439	2640	70868	98	99	100	705	696	688	3	4	5	15	19	23	60	66	63	22	12	9
All Students (Prior Year)	495	2548	67629	98	98	100	549	538	524	10	14	22	15	16	16	73	67	59	2	3	3
Female	203	1291	34710	99	99	99	711	703	697	2	2	3	11	14	19	62	71	66	25	13	12
Male	235	1347	36176	98	99	100	699	689	678	4	5	7	18	23	27	59	61	59	18	11	7
African American	14	69	3557	93	96	99	632	660	675	9	6	7	27	24	25	55	61	62	9	8	6
Hispanic	50	347	23868	100	100	100	680	658	670	8	13	9	33	40	33	54	44	55	4	3	4
Asian/Pacific Islander	NC	78	1732	NC	100	98	NC	724	713	NC	0	2	NC	15	12	NC	52	64	NC	33	22
American Indian/Alaskan Native	NC	30	5001	NC	97	100	NC	664	661	NC	7	9	NC	29	41	NC	61	48	NC	4	2
White	361	2116	36710	98	99	99	712	702	702	2	2	2	12	15	15	62	70	69	24	12	13
Students with Disabilities	50	270	7900	98	100	100	574	582	580	16	23	22	48	48	49	32	26	28	4	3	1
Students without Disabilities	389	2371	63054	98	99	99	723	709	701	1	1	3	10	15	20	64	71	67	24	13	10
Limited English Proficient Students	17	128	6308	100	100	100	417	546	591	22	22	19	50	51	47	22	24	33	6	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	80	410	21994	81	91	92	689	675	673	8	10	10	29	37	36	53	48	52	10	6	3
Non-Economically Disadvantaged	359	2231	48960	100	100	100	709	700	694	2	3	3	12	15	18	62	69	67	24	13	12

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)

10th 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?	Not Evaluated
	Met Graduation Rate?	Y
	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
9	Reading	88	54	52	41	79	49	NA	42	90	55	60	51
	Language	94	53	53	42	89	46	54	42	90	52	58	50
	Mathematics	94	68	68	60	89	65	71	63	92	55	58	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

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

Council Duties

- Ü School/Business/Community Relations
- Ü School Safety Issues
- Ü Student Discipline
- Ü School Action Plan
- Ü District Long-Range Plan
- Ü District Financial Input

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	90.60
Other Professional Staff	16.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	6	4	0	0
7 to 9 years	0	4	0	0
10 or more years	6	65	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	318
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Multimedia & Computer Labs
- Ü Media Center
- Ü Performing Arts Center
- Ü Two Gyms

Extracurricular Activities

- Ü Performing Arts
- Ü Academic Decathlon, Key Club, Mock Trial
- Ü Student Government
- Ü Cheer/Pom, Backpacking, ROTC Rocket Club
- Ü Speech and Debate, Honor Societies
- Ü Ambassadors, Principal's Advisory
- Ü Comprehensive Sports Program
- Ü Women Scholars/Gentlemen's League

Social Services

- Ü School Psychologists
- Ü Peer Mentoring
- Ü Peer Mediation
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Anti-Bullying Committee
- Ü Cultural Diversity Group
- Ü Special Education Inclusion Committee

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Ninety percent of students go on to college; ACT & SAT scores are well above state & national averages; eighty-three percent of Advanced Placement students received college credit; National Merit Finalists and Flinn Scholars 2004, 2005.
- ü TEAMS (ASU Tests of Engineering Aptitude, Mathematics and Science) State Champions 2003,2004, 2005; March of Dimes State Champions Fundraising 2003, 2004,2005; 1st place nationally 2003, 2004, 2005; Speech and Debate state and national winners.
- ü Academic Decathlon 4A State Champions; Speech and Debate 2nd in 4A State Competition.
Regional championships in girls tennis, boys cross country, swim and dive; national championships in pom and cheer.
- ü The Arts: State, national championships in band, orchestra, choir, visual arts; District 1st place poetry winners; Newspaper and Yearbook national awards;
Two winners in PV/Scottsdale Rotary Youth Salute; Rotary National Female Leadership Award

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	88	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	11	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	93	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

SMHS has a Safety Committee, a Crisis Plan, on-going training for our Crisis Team, Anti-Bullying Program, monthly practice fire drills and periodic mock lock-downs, peer mediation, security personnel, security cameras, and an on-site, full-time School Resource Officer.

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) :

4

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	Heather Glaeser	(602) 867-5323
Transportation Policy	Jim Lee	(602) 493-6320
Community Resources	Karen Reuter	(602) 867-5328
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Pat Kankiewicz	(602) 996-4069
Student Health/Nurse	Karen Reuter	(602) 867-5328

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.

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

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

** 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.