



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2002 East Concorda Drive, Tempe, AZ 85282

Tempe School 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)

2004-05	Performing Plus
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 : Mrs. Kathryn J. Mullery  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : 6-8  
 2005 Enrollment : 992  
 Web Address : www.tempe3.k12.az.us/Connolly/index.html  
 Phone Number : (480) 967-8933  
 Fax Number : (480) 929-9695  
 E-mail : kmullery@tempeschools.org

Mission

The school welcomes all students to a safe and accepting atmosphere which promotes individual growth, independent thinking and collaboration in a culturally harmonious environment. Major Goal: To increase student achievement in all academic areas.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not 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 achievement in Language Arts/Math with instruction aligned to standards, incorporating Brain-based Learning Strategies which engage all learners by building on their Multiple Intelligences.
- ü To provide Exceptional Customer Service to students, parents and community members. To increase increase student attendance; when students come to school everyday-they will learn.
- ü To increase parent satisfaction and promote parents working with the school community to build stronger partnerships that will result in increased student achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 963  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 147

Instructional Programs

- Interdisciplinary Academic Teams
- Rich and Varied Elective Program
- English Language Learners Program
- On-site Special Education
- 6th Grade 100 min. Instructional Blocks
- Homework Link
- Multiple Intelligence Focus
- Honors Language Arts and Math

Calendar Information

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

Shared Responsibilities

School

Students/parents can expect to be treated with dignity/respect by school staff. The staff holds high academic/behavioral expectations for the children of each Connolly family and provides a program that allows their children to meet these standards.

Parents

Parents support the academic pursuits of their children as described in the Connolly Middle School Compact For Learning Parent Agreement. Parents understand the importance of being involved in all aspects of their child's education.

Transportation Policy

Our school follows a standardized district-wide policy on transportation safety/behavior. Violations of policies are referred to the school for corrective action. Busing boundaries for our school are established and approved by the Governing Board.

School Honors

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

Award/Honor	Year
• District ELL Spelling Bee Winner	2005
• Tempe Diablos Teacher Excellence in Education	2004
• Future Cities Competition Winner	2003
• Fulton Homes Building Foundation Scholarship Winner	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	307	1313	78250	100	100	99	527	525	548	28	34	21	24	22	18	40	37	48	8	6	13
All Students (Prior Year)	311	1312	75001	100	100	99	454	452	468	53	53	37	28	30	36	11	9	16	8	8	10
Female	161	654	38071	99	100	99	535	522	549	25	35	20	24	22	19	43	38	49	8	5	12
Male	146	659	40126	100	100	99	519	528	547	31	34	23	25	21	17	36	37	46	7	8	14
African American	34	194	4058	100	100	99	527	512	523	38	44	32	14	21	22	48	34	41	0	2	5
Hispanic	118	556	29129	100	100	99	495	508	527	41	45	32	28	25	23	29	28	40	2	2	6
Asian/Pacific Islander	13	49	1747	100	100	100	525	548	589	23	24	9	31	20	9	46	44	50	0	12	32
American Indian/Alaskan Native	NC	94	4996	NC	96	100	NC	510	518	NC	45	36	NC	20	25	NC	34	36	NC	1	4
White	135	420	38320	97	99	99	557	553	568	14	16	12	25	19	14	46	50	55	16	15	19
Students with Disabilities	37	161	9329	100	100	100	419	437	454	60	74	64	29	16	18	9	10	16	3	1	2
Students without Disabilities	270	1152	68996	99	100	99	544	537	561	23	29	16	24	23	18	44	41	52	9	7	14
Limited English Proficient Students	52	226	10133	100	100	100	458	477	488	51	57	45	31	26	25	16	17	28	2	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	165	701	33388	94	96	94	518	511	530	40	45	32	29	25	22	27	28	40	4	1	5
Non-Economically Disadvantaged	142	612	44937	100	100	100	537	540	561	15	22	13	19	19	15	53	47	54	12	12	18

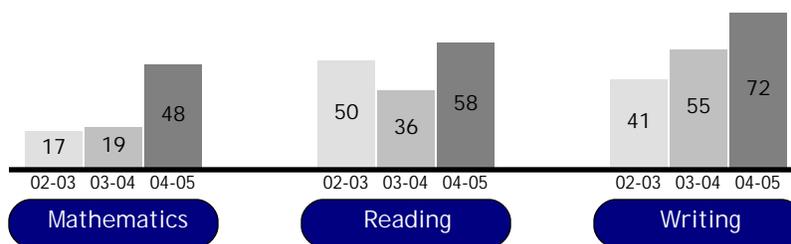
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	307	1313	78302	100	0	99	500	495	512	13	18	11	30	30	25	53	49	57	5	3	7
All Students (Prior Year)	310	1311	74918	99	100	99	483	484	497	41	43	32	23	19	19	25	26	35	11	12	15
Female	161	654	38082	99	0	99	509	499	518	7	15	8	28	28	24	59	53	61	6	4	7
Male	146	659	40166	100	0	99	488	492	507	19	21	14	31	32	26	46	45	54	4	3	6
African American	34	194	4064	100	0	100	509	490	498	7	21	14	34	31	29	59	49	54	0	0	3
Hispanic	117	556	29152	99	0	99	467	478	492	21	24	17	40	37	34	35	37	46	4	1	2
Asian/Pacific Islander	13	49	1746	100	0	100	504	513	542	15	10	5	15	32	13	62	51	66	8	7	16
American Indian/Alaskan Native	NC	94	4993	NC	0	100	NC	481	484	NC	22	19	NC	38	38	NC	38	42	NC	2	1
White	136	420	38347	98	0	99	526	521	531	5	8	5	21	19	17	66	67	68	8	6	10
Students with Disabilities	37	160	9353	100	0	100	389	411	429	40	56	40	46	30	38	14	14	22	0	0	1
Students without Disabilities	270	1153	69024	99	0	99	516	507	524	9	12	7	27	30	23	58	54	62	6	4	7
Limited English Proficient Students	52	226	10140	100	0	100	424	445	451	31	36	28	49	43	43	20	21	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	164	700	33398	94	0	94	488	481	495	20	27	18	41	36	35	37	36	46	2	1	2
Non-Economically Disadvantaged	143	613	44979	100	0	100	512	511	525	5	7	6	18	23	18	69	64	66	8	6	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	307	1312	78094	100	100	99	531	524	545	5	5	3	24	31	18	69	62	77	3	2	2
All Students (Prior Year)	309	1309	74503	99	100	99	480	468	491	15	15	9	31	37	32	49	43	51	6	5	8
Female	161	654	38025	99	100	99	549	535	558	2	3	2	18	27	13	76	69	82	3	2	2
Male	146	657	40013	100	100	99	512	512	534	8	7	5	30	36	23	60	56	71	2	1	1
African American	34	193	4037	100	100	99	554	524	532	3	5	4	10	24	22	83	70	73	3	2	1
Hispanic	118	555	29068	100	100	99	491	502	523	8	7	5	37	41	27	56	51	67	0	0	1
Asian/Pacific Islander	13	49	1743	100	100	100	508	539	577	15	10	2	38	24	9	46	59	82	0	7	8
American Indian/Alaskan Native	NC	94	4981	NC	96	100	NC	510	526	NC	3	4	NC	38	25	NC	59	70	NC	0	0
White	135	421	38265	97	100	99	564	553	564	2	1	2	14	20	11	79	75	84	6	3	3
Students with Disabilities	37	162	9275	100	100	100	405	430	444	9	13	14	60	60	46	31	27	39	0	0	1
Students without Disabilities	270	1150	68892	99	100	98	550	537	559	4	4	2	18	27	14	74	67	82	3	2	2
Limited English Proficient Students	52	226	10084	100	100	100	437	459	474	16	13	10	48	53	39	36	34	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	165	699	33296	94	96	94	517	507	527	7	7	5	34	40	27	58	53	67	1	0	0
Non-Economically Disadvantaged	142	613	44871	100	100	100	546	542	559	2	2	2	12	22	12	80	73	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.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	51	47	53	96	52	NA	56	99	47	45	51
	Language	97	44	38	45	97	44	38	48	99	44	42	47
	Mathematics	99	59	53	62	97	67	56	66	99	52	46	52
7	Reading	97	48	45	51	97	52	NA	54	100	41	40	50
	Language	95	50	47	54	100	53	50	58	100	48	45	52
	Mathematics	96	50	46	58	100	48	50	62	99	44	41	50
8	Reading	98	47	45	53	97	50	NA	55	98	47	44	51
	Language	95	41	38	49	97	43	41	52	98	46	44	50
	Mathematics	98	52	48	58	97	52	48	61	98	44	43	53

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/](http://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

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

Council Duties

- Ü Budget
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Staff Development
- Ü School-Wide Planning/Goals

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	57.50
Other Professional Staff	8.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	4	0	0
4 to 6 years	3	0	0	0
7 to 9 years	3	7	0	0
10 or more years	6	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	253
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Two Full-size Gyms
- Ü Math/Science Computer Lab
- Ü Writing Computer Lab
- Ü Library

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Academic Clubs
- Ü Wide Range of Athletic Sports
- Ü Homework Coaching
- Ü Life Skills Class
- Ü Open Gym
- Ü Coca-Cola Valued Youth Program

Social Services

- Ü Parent Welcome Center
- Ü Adult Education
- Ü Before School Breakfast Program
- Ü Free/Reduced Lunch Program
- Ü Full-time Parent Liaison
- Ü Health Office
- Ü Dental Screening / Counseling Groups
- Ü Intevention Team

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Connolly Middle School maintained a Highly Performing Label for the 04-05 school year.
  
- ü Connolly Middle School continues the Character Counts and the Bully Prevention Programs.
  
- ü Improved parent satisfaction as measured by a comparison of fall and spring surveys. Improved student attendance rate-96% of CMS students were in school everyday.
  
- ü Connolly Middle School has received state and national recognition for their participation in the Future Cities Competition.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	26	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	93	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	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

Silent Witness Hotline; Staff and Student ID badges; security lighting/fencing around campus; emergency drills/procedures are routinely practiced; Police Liaison & School Safety Mentor on campus; Mediation/Character Counts/Bully Prevention Programs/Teen Court.

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) :

3

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	Kathryn J. Mullery	(480) 967-8933
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gloria Lawlor	(480) 967-8933
School Nutrition Programs	Carol Harris	(480) 967-8933
Parent Organization	Judy Johnson	(480) 967-8933
Student Health/Nurse	Theresa Busch	(480) 967-8933

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.

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](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. 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](http://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 0 Copies = \$0.00

\*\* 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.