

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1426 W Osborn Road, Phoenix, AZ 85013

Osborn Elementary 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	Underperforming
2002-03	Underperforming

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

### School Overview

Principal/Administrator : Mr. Judi Gottschalk  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-3  
 2005 Enrollment : 645  
 Web Address : www.osbornnet.org  
 Phone Number : (602) 707-2300  
 Fax Number : (602) 707-2340  
 E-mail : jgottsch@osbornnet.org

### Mission

School Mission: At Encanto, we work to answer these three questions: What specifically, do we want our students to learn? How do we know when they have learned it? How will we respond when they have difficulty learning?

### 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 Second graders in 2005 will increase the percentage of students meeting/exceeding the standards in reading, math and writing sections of AIMS. Decrease the number of students Falling Far Below in reading, math and writing sections of the AIMS.
- ü Third graders in 2005 will increase the percentage of students meeting/exceeding the standards in reading, math, and writing sections of AIMS. Decrease the number of students Falling Far Below in reading, math and writing sections of the AIMS.
- ü Increase the number of ELL students passing the proficiency exam to become fluent English readers writers and speakers.

### Enrollment

October 1, 2004 School Year Student Enrollment : 708  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 75

Instructional Programs

- Ü Dual Language Programs & ELL
- Ü Full Day Kindergarten
- Ü Gifted
- Ü At-risk intervention programs
- Ü On site Special Education Programs
- Ü Autism classes
- Ü MIMR/MOMR
- Ü Learning Disabilities

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The school will provide a learning environment conducive to high achievement for students; enhance students' self-images by showing respect and providing encouragement; discipline students in a just and constructive manner; and promote quality work.

Parents

Parents are expected to cooperate with the school regarding homework, attendance and discipline. Parents should demonstrate that they value learning and provide a positive homework setting. School Compact copies are available from the office.

Transportation Policy

The district provides transportation to and from school for students who reside within the school attendance area and live more than one mile from school, as well as students with disabilities who require transportation as indicated in their IEPs.

School Honors

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

Award/Honor	Year
Ü Rep to National Endowment for the Humanities Seminar	2002
Ü Arizona Arts Commission Grant	2005
Ü SAMHSA Grant - Building Healthy Communities	2002
Ü Foreign Language Grant Implemented	2002

3rd 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	186	456	79306	99	100	99	428	427	445	17	15	10	16	22	18	49	51	51	18	13	20
All Students (Prior Year)	156	423	75509	100	100	100	492	504	521	26	22	13	26	24	23	35	31	33	14	23	31
Female	90	234	38691	98	100	99	441	430	446	11	12	10	16	21	18	59	56	52	14	10	20
Male	96	222	40583	100	100	99	415	424	445	23	18	11	16	23	18	39	45	50	22	15	21
African American	26	49	4041	96	98	99	431	427	426	36	28	17	9	18	23	41	43	50	14	13	10
Hispanic	105	278	32869	100	100	99	425	427	429	14	14	15	22	23	25	51	52	51	14	11	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	17	59	4264	100	100	100	455	434	419	8	11	19	8	24	30	54	57	45	31	9	6
White	34	63	36197	100	100	99	411	417	463	20	17	5	8	19	11	44	42	53	28	23	31
Students with Disabilities	28	77	10321	100	100	100	327	349	389	52	52	30	22	20	27	22	25	34	4	3	9
Students without Disabilities	158	379	69060	99	99	98	446	442	454	11	8	7	15	22	17	54	56	54	20	14	22
Limited English Proficient Students	60	144	15509	100	100	100	402	411	406	20	16	20	25	26	30	43	49	45	12	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	149	397	39415	97	98	96	434	434	431	19	15	15	19	23	25	47	51	50	15	11	10
Non-Economically Disadvantaged	37	59	39966	100	100	100	403	384	459	12	17	6	6	15	12	55	48	52	27	21	30

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	186	456	79395	99	0	99	419	414	446	18	20	9	29	39	25	50	38	55	3	3	11
All Students (Prior Year)	157	424	75492	100	100	100	497	502	519	29	25	12	17	15	16	47	48	47	6	12	24
Female	90	234	38743	98	0	100	436	420	451	18	19	7	22	35	24	57	42	57	4	4	12
Male	96	222	40618	100	0	99	403	408	440	18	22	11	36	43	27	44	34	53	1	2	9
African American	26	49	4052	96	0	100	431	429	434	23	23	11	27	33	29	41	38	54	9	8	6
Hispanic	105	278	32915	100	0	99	415	410	426	20	21	15	30	41	35	51	36	47	0	2	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	17	59	4271	100	0	100	428	419	420	15	24	15	31	37	42	54	39	41	0	0	2
White	34	63	36221	100	0	99	414	412	465	8	10	4	28	40	15	56	42	63	8	8	17
Students with Disabilities	28	77	10331	100	0	100	328	342	388	26	43	25	48	40	37	26	17	34	0	0	4
Students without Disabilities	158	379	69139	99	0	99	436	428	454	16	16	7	26	39	24	55	42	58	3	4	11
Limited English Proficient Students	60	144	15545	100	0	100	389	391	399	28	26	21	35	46	42	37	28	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	149	397	39484	97	0	96	427	419	429	21	22	14	29	40	35	47	36	47	3	3	4
Non-Economically Disadvantaged	37	59	39986	100	0	100	391	378	461	6	10	4	30	33	16	61	52	63	3	4	17

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	183	452	78869	98	100	99	423	412	442	10	9	6	26	31	21	58	56	63	6	4	10
All Students (Prior Year)	156	424	75053	100	100	99	541	555	597	15	11	7	22	21	12	56	63	72	6	5	9
Female	90	233	38536	98	100	99	448	427	458	8	8	4	18	24	15	69	65	67	5	4	14
Male	93	219	40302	98	100	99	399	397	428	12	11	8	33	37	26	48	48	60	7	3	7
African American	25	48	4015	93	96	99	437	428	430	10	8	8	24	31	24	62	59	61	5	3	7
Hispanic	103	275	32606	98	99	98	417	407	426	10	10	8	29	31	27	56	56	60	5	3	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	16	58	4245	94	100	100	440	420	423	8	11	9	17	22	26	75	64	61	0	2	4
White	35	64	36078	100	100	99	413	408	459	12	6	4	23	39	16	54	49	66	12	6	14
Students with Disabilities	29	78	10246	100	100	100	309	299	367	25	34	18	50	46	39	25	18	40	0	2	4
Students without Disabilities	154	374	68697	96	98	98	445	435	454	7	4	4	21	27	18	65	64	67	7	4	11
Limited English Proficient Students	57	141	15339	100	100	100	403	398	399	10	9	11	32	34	31	52	53	54	6	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	145	392	39106	94	97	95	432	418	427	10	10	8	27	32	28	57	56	59	6	3	5
Non-Economically Disadvantaged	38	60	39837	100	100	100	394	372	457	9	8	4	21	24	14	65	61	67	6	6	15

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)

3rd Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

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
2	Reading	89	29	29	50	96	34	NA	58	98	35	32	47
	Language	97	16	18	43	97	21	21	50	98	32	30	47
	Mathematics	97	31	40	57	98	56	53	64	98	38	37	50
3	Reading	97	25	27	47	97	35	NA	55	97	35	30	44
	Language	95	32	34	54	96	39	43	61	97	33	28	44
	Mathematics	99	34	40	54	96	42	49	61	97	43	37	51

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

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

Council Duties

- Ü Revise School Improvement Plan
- Ü Instructional Strategies
- Ü Parent Involvement Plan
- Ü Professional Development
- Ü Intervention Strategies
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	5.00	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	3	0	0
4 to 6 years	6	2	0	0
7 to 9 years	2	2	0	0
10 or more years	10	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü PE Multipurpose Room
- Ü Library
- Ü Leveled Text Book Rooms

Extracurricular Activities

- Ü After School Gifted Enrichment
- Ü After School Soccer
- Ü After School Basketball
- Ü After School Ballet

Social Services

- Ü Breakfast/Lunch Programs
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Title I Family Liaison
- Ü Health Services
- Ü Day care

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü On 2005 AIMS in reading, third graders increased meets and exceeds by 13%. Third graders decreased falls far below by 19%.
  
- ü On 2005 AIMS in math, third graders increased meets and exceeds 30%. Third graders decreased falls far below by 11%.
  
- ü On 2005 AIMS in writing, third graders increased meets and exceeds by 10%. Third graders decreased fall far below by 6%.
  
- ü Encanto school made Adequate Yearly Progress in all areas measured by the federal government for three consecutive years.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	20	12	12	17
Transfers In Rate <sup>6</sup>	53	28	28	37
Stability Rate <sup>7</sup>	79	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	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

Encanto school uses the Responsible Thinking Process developed by Ed Ford. When discipline issues arise, our goal is to help children learn specific skills that will enable them to better able internally control their own behavior. Encanto has a Responsibility Room where students can evaluate the behavior he/she is choosing to use. Children learn that they are responsible for their own choices. We support students by helping them develop skills to make more effective choices.

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) :

0

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	Judi Gottschalk	(602) 707-2310
Transportation Policy	John Bachler	(602) 707-2050
Community Resources	Nellie Sanchez	(602) 707-2322
School Nutrition Programs	Sherri Ottersen	(602) 707-2020
Parent Organization	Carrie Fraser	(602) 707-2300
Student Health/Nurse	Randy Woods	(602) 707-2316

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."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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).

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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.