



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1102 W Highland Street, 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

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	Year 2
2002-03	Year 2

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

School Overview

Principal/Administrator : Ms. Marty M. Makar
 Schedule : 07:00 AM to 05:00 PM
 Grades : 7-8
 2005 Enrollment : 689
 Web Address : www.osbornnet.org
 Phone Number : (602) 707-2400
 Fax Number : (602) 707-2440
 E-mail : mmakar@osbornnet.org

Mission

Our vision is to become a community of learners focused on quality in teaching, learning and leading within a safe environment characterized by encouragement, cooperation, challenge and respect for diversity.

School / Academic Goals

- ü Student Achievement:
 Improve math, literacy, and language acquisition scores for all students.
 Increase students' motivation for doing well.
 Provide standards-based instruction and homework.
- ü Staff Collaboration and Governance:
 Improve the quality of working relationships among staff.
 Share a common vision.
 Uphold unified implementation of agreed upon goals.
 Define the governing process.
- ü Attendance:
 Improve average daily attendance rate for students.
- ü Data Analysis:
 Use information gained from assessment data to develop coursework, formulate lesson planning, and determine appropriate interventions.

Enrollment

October 1, 2004 School Year Student Enrollment : 751
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 53

Instructional Programs

- ü Advanced Math and Literacy classes
- ü Language Acquisition for ELL Students
- ü On-site Special Education Programs
- ü Exploratory classes for all students
- ü Read 180 Program
- ü Reading/Math Intervention Programs
- ü Internet access (all classes and 3 labs)
- ü Band and Choir Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 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; protect the legal rights of students; discipline students in a constructive manner; provide for the safety, health and welfare of students; and promote regular attendance.

Parents

Parents are asked to cooperate with and support the school regarding homework, attendance and discipline. Parents are asked to demonstrate to their child that they value learning and send their child to school nourished, rested and ready to learn.

Transportation Policy

The district provides transportation to and from school for students who reside within the school attendance area and who live farther than one mile from school, 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 7th Girl's Basketball Conference Championship	2004
ü 8th Boy's Basketball - 2nd in Valley Championship	2003
ü 7th grade Girls Volleyball Regional Champs	2003
ü OMS student won trip to Space Camp	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	363	363	78250	100	100	99	536	536	548	19	19	21	16	16	18	54	54	48	10	10	13
All Students (Prior Year)	352	352	75001	100	100	99	457	457	468	44	44	37	41	41	36	10	10	16	6	6	10
Female	166	166	38071	100	100	99	540	540	549	16	16	20	18	18	19	54	54	49	12	12	12
Male	196	196	40126	100	100	99	533	533	547	21	21	23	15	15	17	55	55	46	10	10	14
African American	39	39	4058	95	95	99	556	556	523	20	20	32	9	9	22	63	63	41	9	9	5
Hispanic	212	212	29129	100	100	99	534	534	527	21	21	32	18	18	23	52	52	40	9	9	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	49	49	4996	98	98	100	543	543	518	11	11	36	19	19	25	53	53	36	17	17	4
White	58	58	38320	95	98	99	522	522	568	14	14	12	16	16	14	60	60	55	10	10	19
Students with Disabilities	44	44	9329	100	100	100	381	381	454	57	57	64	19	19	18	21	21	16	2	2	2
Students without Disabilities	320	320	68996	100	100	99	561	561	561	13	13	16	16	16	18	59	59	52	12	12	14
Limited English Proficient Students	75	75	10133	100	100	100	510	510	488	23	23	45	16	16	25	48	48	28	13	13	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	286	286	33388	93	94	94	550	550	530	20	20	32	18	18	22	52	52	40	10	10	5
Non-Economically Disadvantaged	78	78	44937	100	100	100	477	477	561	14	14	13	10	10	15	62	62	54	14	14	18

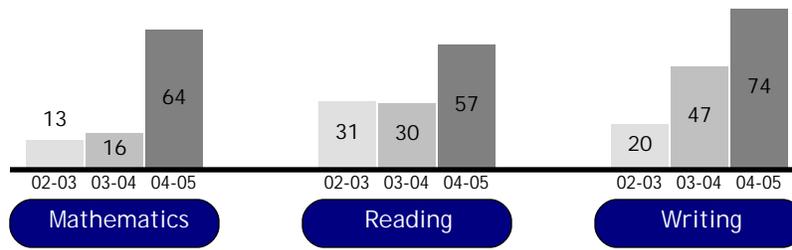
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	365	365	78302	100	0	99	486	486	512	15	15	11	28	28	25	55	55	57	2	2	7
All Students (Prior Year)	352	352	74918	100	100	99	473	473	497	51	51	32	20	20	19	26	26	35	4	4	15
Female	166	166	38082	100	0	99	493	493	518	11	11	8	24	24	24	62	62	61	3	3	7
Male	198	198	40166	100	0	99	482	482	507	18	18	14	30	30	26	50	50	54	2	2	6
African American	40	40	4064	98	0	100	510	510	498	17	17	14	20	20	29	60	60	54	3	3	3
Hispanic	213	213	29152	100	0	99	482	482	492	17	17	17	30	30	34	52	52	46	2	2	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	49	49	4993	98	0	100	488	488	484	8	8	19	42	42	38	47	47	42	3	3	1
White	58	58	38347	95	0	99	483	483	531	12	12	5	18	18	17	66	66	68	4	4	10
Students with Disabilities	44	44	9353	100	0	100	355	355	429	40	40	40	31	31	38	26	26	22	2	2	1
Students without Disabilities	322	322	69024	100	0	99	508	508	524	11	11	7	27	27	23	60	60	62	2	2	7
Limited English Proficient Students	75	75	10140	100	0	100	455	455	451	21	21	28	31	31	43	47	47	29	1	1	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	288	288	33398	94	0	94	498	498	495	16	16	18	30	30	35	52	52	46	2	2	2
Non-Economically Disadvantaged	78	78	44979	100	0	100	439	439	525	9	9	6	17	17	18	69	69	66	5	5	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	365	365	78094	100	100	99	517	517	545	4	4	3	22	22	18	73	73	77	1	1	2
All Students (Prior Year)	350	350	74503	100	100	99	469	469	491	18	18	9	35	35	32	42	42	51	5	5	8
Female	167	167	38025	100	100	99	530	530	558	3	3	2	15	15	13	82	82	82	0	0	2
Male	197	197	40013	100	100	99	507	507	534	5	5	5	28	28	23	66	66	71	1	1	1
African American	40	40	4037	98	98	99	531	531	532	6	6	4	23	23	22	71	71	73	0	0	1
Hispanic	212	212	29068	100	100	99	513	513	523	4	4	5	26	26	27	69	69	67	1	1	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	50	50	4981	100	100	100	533	533	526	0	0	4	17	17	25	83	83	70	0	0	0
White	58	58	38265	95	98	99	511	511	564	4	4	2	12	12	11	82	82	84	2	2	3
Students with Disabilities	44	44	9275	100	100	100	362	362	444	12	12	14	48	48	46	36	36	39	5	5	1
Students without Disabilities	322	322	68892	100	100	98	542	542	559	3	3	2	18	18	14	79	79	82	0	0	2
Limited English Proficient Students	75	75	10084	100	100	100	476	476	474	7	7	10	33	33	39	59	59	50	2	2	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	288	288	33296	94	94	94	528	528	527	5	5	5	25	25	27	71	71	67	0	0	0
Non-Economically Disadvantaged	78	78	44871	100	100	100	470	470	559	0	0	2	12	12	12	84	84	84	3	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.

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
7	Reading	96	33	33	51	97	36	NA	54	99	36	36	50
	Language	97	37	37	54	99	41	41	58	99	40	40	52
	Mathematics	99	55	55	58	99	57	57	62	99	46	46	50
8	Reading	98	33	33	53	100	39	NA	55	99	41	41	51
	Language	97	26	26	49	99	31	31	52	99	42	42	50
	Mathematics	99	45	45	58	100	48	48	61	99	50	50	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/

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)
- 7 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Improvement/Data Collection
- Ü Implementation of Grants
- Ü Staff Development
- Ü Student Discipline
- Ü Budget Issues
- Ü Instructional Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	10.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	4	0	0
4 to 6 years	2	4	0	0
7 to 9 years	3	2	0	0
10 or more years	7	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	192
Teachers with Emergency Certificaton.	11
Percent of teachers in the school with Emergency/Provisional Certification	25%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü 3 Computer Labs / 4 mobile wireless labs
- Ü 2 Science Labs
- Ü Full Gymnasium
- Ü Library/Media Center

Extracurricular Activities

- Ü National Junior Honor Society
- Ü Student Council
- Ü Honor Choir
- Ü Extracurricular Sports Program
- Ü Math Club
- Ü Extended Day
- Ü After-School Fine Arts Program
- Ü Parent Computer Night (every week)

Social Services

- Ü Breakfast/Lunch Programs
- Ü Safe Schools Probation Officer
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Partnership/In-School Clinics
- Ü Olweus Bullying Prevention Program
- Ü Welcome Center for New Students
- Ü CUTS Truancy Prevention

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü OMS offers extra reading support to students who fall short of meeting the standard in reading. This help is/was offered within the school day.
- ü OMS offers an Extended Day Program for students from 3:45-5:00 each day. During this time, students are able to make up missed assignments and complete homework under the supervision of a certified teacher.
- ü 8th grade students were able to raise enough money for a group of 60 OMS students to travel to Washington D.C. The students were exposed to our nation's capitol and were able hold higher-level discussions about our governmental policies.
- ü OMS transports qualifying students to the closest high school for advanced math classes.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	22	12	12	17
Transfers In Rate ⁶	58	28	28	37
Stability Rate ⁷	78	87	87	82
Promotion Rate ⁸	88	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	6	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	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

Osborn Middle School participates in the research-based Olweus Anti-Bullying Program. We have a silent witness hotline that allows students to report safety concerns. Safe Schools Probation Officer provides law related education instruction to students through the social studies classes. We have a crisis prevention program, successful student mediations, and events to keep our students active. We have established practice drills for both lockdown procedures and evacuations.

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) :

13

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	Ms. Marty Makar	(602) 707-2400
Transportation Policy	John Bachler	(602) 707-2050
Community Resources	Cynthia Westberg	(602) 707-2000
School Nutrition Programs	Sheri Otterson	(602) 707-2000
Parent Organization	John Doherty	(602) 707-2400
Student Health/Nurse	Kiesha Young	(602) 707-2400

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."

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.

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.

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Total cost of printing: 12 Pages X .0318 Per page X 689 Copies = \$263.00

** 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.