

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2720 East Liberty Lane, Phoenix, AZ 85048

Kyrene 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	Excelling
2003-04	Excelling
2002-03	Excelling

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

### School Overview

Principal/Administrator : Ms. Kelly D. Alexander  
 Schedule : 08:15 AM to 04:45 PM  
 Grades : 6-8  
 2005 Enrollment : 1172  
 Web Address : www.kyrene.org  
 Phone Number : (480) 783-1600  
 Fax Number : (480) 759-7688  
 E-mail : kalexa@kyrene.org

### Mission

**District Mission Statement:**  
 We are committed to the achievement of individual academic excellence through high quality learning, and community involvement which results in students being well prepared to meet future educational challenges and to contribute to society.

**School Mission Statement:**  
 We promote academic excellence by providing a quality environment which fosters relevant, lifelong learning for our community.

### 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 AMS students will increase student proficiency levels in mathematics.
- ü AMS students will increase student proficiency levels in language arts.
- ü AMS students will increase student proficiency levels in reading.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1108  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 82

Instructional Programs

- Ü Advanced Placement Education
- Ü Special Education
- Ü Band, Chorus, Orchestra
- Ü Exploratory Classes
- Ü English Language Learner
- Ü Technology Based Learning
- Ü Prevention Programs
- Ü Native American Support

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are dedicated to meeting the individual needs of children and recognize parents as partners. Staff creates a supportive and challenging learning environment. Communication with parents occurs on a regular basis.

Parents

Learning is a partnership between parents, students and school staff. Parents are encouraged to communicate frequently with their child's teacher; support learning by helping with homework; monitor the progress of their child; visit the school and volunteer.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one and one half mile or more from school or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

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

Award/Honor	Year
Ü Arizona Department of Education Excelling School	2004
Ü Presidential Academic Awards	2005
Ü Xavier College Prep Distinguished Faculty Award	2004
Ü Silver Apple Award Recipient	2005

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	402	2342	78250	99	100	99	582	582	548	7	9	21	11	10	18	53	56	48	29	25	13
All Students (Prior Year)	366	2334	75001	100	100	99	496	495	468	16	18	37	38	38	36	27	24	16	19	20	10
Female	212	1162	38071	99	100	99	579	579	549	6	8	20	10	10	19	58	59	49	26	22	12
Male	191	1181	40126	99	100	99	586	584	547	8	10	23	11	10	17	48	52	46	32	28	14
African American	34	150	4058	100	100	99	549	534	523	13	29	32	32	20	22	45	42	41	10	8	5
Hispanic	46	303	29129	94	100	99	551	556	527	15	16	32	18	17	23	46	55	40	21	12	6
Asian/Pacific Islander	29	180	1747	97	100	100	618	625	589	0	4	9	4	4	9	42	38	50	54	54	32
American Indian/Alaskan Native	NC	40	4996	NC	93	100	NC	547	518	NC	26	36	NC	16	25	NC	52	36	NC	6	4
White	285	1669	38320	99	99	99	587	586	568	5	6	12	8	9	14	56	59	55	30	26	19
Students with Disabilities	25	199	9329	100	100	100	444	481	454	68	62	64	12	16	18	12	19	16	8	3	2
Students without Disabilities	379	2146	68996	98	100	99	592	590	561	3	4	16	11	9	18	56	59	52	30	27	14
Limited English Proficient Students	11	39	10133	100	100	100	391	453	488	36	44	45	18	16	25	45	34	28	0	6	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	34	277	33388	69	83	94	541	535	530	28	31	32	16	17	22	44	46	40	13	7	5
Non-Economically Disadvantaged	370	2068	44937	100	100	100	586	587	561	5	7	13	10	9	15	54	57	54	30	27	18

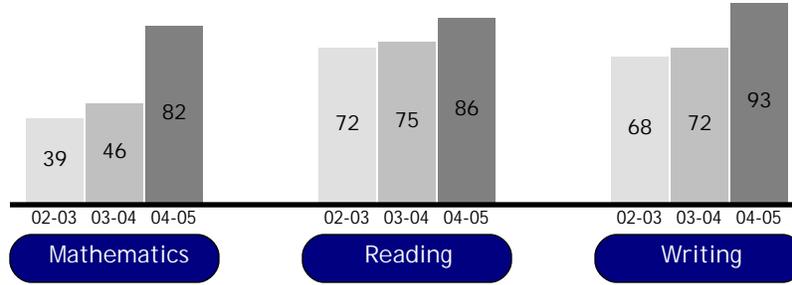
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	403	2346	78302	99	0	99	549	550	512	3	3	11	10	10	25	66	68	57	20	19	7
All Students (Prior Year)	367	2334	74918	100	100	99	520	522	497	13	14	32	12	13	19	50	44	35	25	28	15
Female	213	1164	38082	99	0	99	552	554	518	3	2	8	7	9	24	70	69	61	20	20	7
Male	191	1183	40166	99	0	99	546	546	507	4	4	14	14	11	26	62	67	54	20	17	6
African American	34	150	4064	100	0	100	527	517	498	6	9	14	26	26	29	61	58	54	6	7	3
Hispanic	46	305	29152	94	0	99	524	532	492	13	6	17	8	17	34	64	65	46	15	12	2
Asian/Pacific Islander	29	179	1746	97	0	100	571	573	542	0	1	5	12	6	13	54	58	66	35	34	16
American Indian/Alaskan Native	NC	40	4993	NC	0	100	NC	522	484	NC	6	19	NC	29	38	NC	55	42	NC	10	1
White	286	1672	38347	100	0	99	554	554	531	2	2	5	8	8	17	69	71	68	21	19	10
Students with Disabilities	25	200	9353	100	0	100	425	464	429	44	28	40	28	40	38	24	29	22	4	3	1
Students without Disabilities	380	2149	69024	99	0	99	558	558	524	1	1	7	9	7	23	69	72	62	21	20	7
Limited English Proficient Students	11	39	10140	100	0	100	366	426	451	27	18	28	36	40	43	36	40	29	0	2	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	34	275	33398	69	0	94	515	514	495	19	10	18	16	24	35	59	63	46	6	3	2
Non-Economically Disadvantaged	371	2074	44979	100	0	100	553	555	525	2	2	6	9	8	18	67	69	66	22	20	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	401	2345	78094	99	100	99	581	580	545	1	1	3	6	7	18	91	87	77	2	5	2
All Students (Prior Year)	365	2330	74503	100	100	99	518	517	491	2	4	9	26	23	32	63	62	51	9	10	8
Female	213	1166	38025	99	100	99	586	590	558	1	1	2	2	4	13	95	89	82	2	7	2
Male	189	1180	40013	98	100	99	575	571	534	1	1	5	10	10	23	87	85	71	2	3	1
African American	33	149	4037	97	100	99	563	552	532	0	5	4	17	15	22	83	78	73	0	2	1
Hispanic	46	306	29068	94	100	99	549	562	523	3	1	5	15	12	27	82	84	67	0	3	1
Asian/Pacific Islander	29	180	1743	97	100	100	599	605	577	0	0	2	4	4	9	85	80	82	12	15	8
American Indian/Alaskan Native	NC	39	4981	NC	91	100	NC	562	526	NC	0	4	NC	13	25	NC	87	70	NC	0	0
White	286	1671	38265	100	100	99	585	584	564	1	1	2	4	6	11	94	88	84	1	5	3
Students with Disabilities	24	199	9275	100	100	100	470	489	444	13	10	14	21	35	46	67	54	39	0	1	1
Students without Disabilities	379	2149	68892	98	100	98	588	588	559	0	0	2	5	5	14	93	90	82	2	5	2
Limited English Proficient Students	11	39	10084	100	100	100	387	433	474	27	18	10	18	34	39	55	48	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	33	276	33296	67	82	94	557	545	527	0	4	5	16	17	27	84	79	67	0	1	0
Non-Economically Disadvantaged	370	2072	44871	100	100	100	583	584	559	1	1	2	5	6	12	92	88	84	2	5	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	97	76	74	53	98	75	NA	56	99	64	66	51
	Language	98	66	65	45	98	66	65	48	99	60	63	47
	Mathematics	96	86	84	62	98	86	84	66	99	69	70	52
7	Reading	97	74	73	51	98	73	NA	54	99	70	66	50
	Language	98	73	76	54	99	74	77	58	99	70	68	52
	Mathematics	98	81	78	58	99	83	80	62	99	68	66	50
8	Reading	96	74	71	53	100	68	NA	55	99	70	68	51
	Language	97	68	69	49	100	65	70	52	99	66	66	50
	Mathematics	96	74	75	58	100	76	75	61	99	71	69	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)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement Plan
- Ü Grant Distribution
- Ü Family Survey
- Ü School Informational Guide
- Ü Oversee General Tax Credit Funds
- Ü Monitor the Safety Plans

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	61.59
Other Professional Staff	2.60	Teacher Aide	7.38

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	3	0	0
4 to 6 years	5	2	0	0
7 to 9 years	3	9	0	0
10 or more years	2	28	1	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	252
Teachers with Emergency Certification.	11
Percent of teachers in the school with Emergency/Provisional Certification	17%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü Media Center & Studio
- Ü Technology Labs
- Ü Internet connectivity - All Workstations
- Ü Gymnasium

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Interscholastic Sports
- Ü Hands Across the Border Club
- Ü Mini Town Club
- Ü Yearbook Club
- Ü KAMS School News Broadcast Club
- Ü Drama Club

Social Services

- Ü School Resource Officer
- Ü Academic Intervention Program
- Ü ACE Mentoring Club
- Ü Before School Tutoring Program
- Ü Counseling Groups
- Ü Second Step Empathy Training
- Ü In School Intervention Program
- Ü Alternative to Suspension Program

School Achievements/Accomplishments 2004-05

ü Schoolwide, cross-curricular teaching and assessing of math, reading, and writing.

ü Integration of technology curriculum with content area targets.

ü An Arizona Department of Education, 'Excelling School' for the past two years.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	5	12	12	17
Transfers In Rate <sup>6</sup>	10	28	28	37
Stability Rate <sup>7</sup>	94	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	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

AMS has high standards for academic achievement and student conduct along with programs and strategies to promote physical and emotional safety. AMS uses the Kyrene School district handbook as a guide with students and parents. AMS uses the services of a School Resource Officer from the Phoenix Police Department for any situations that require police expertise. Of the above 33 incidents, 21 resulted in police reports, and 4 in police arrests.

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) :

33
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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	Kelly D. Alexander	(480) 783-1600
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Karin Crider	(480) 783-4175
School Nutrition Programs	Debbie Kauffman	(480) 783-1696
Parent Organization	Kelly D. Alexander	(480) 783-1600
Student Health/Nurse	Sandy D'Haem	(480) 783-1684

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).

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\*\* 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.