

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1969 Detroit, Kingman, AZ 86401

Kingman Unified 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 LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
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	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 Overview

Principal/Administrator : Mr. Jerry Arave
 Schedule : 07:00 AM to 05:00 PM
 Grades : 7-8
 2005 Enrollment : 1029
 Web Address : www.kusd.org/kjhs/
 Phone Number : (928) 753-3588
 Fax Number : (928) 753-1336
 E-mail : jarave@kusd.org

Mission

The staff at Kingman Junior High School is dedicated to the goal of achieving excellence in education. Through a spirit of accommodation and cooperation students will be able to take their place as productive citizens in the school and community.

School / Academic Goals

- ü Kingman Junior High School will increase attendance for the after school tutoring program. Students may be assigned to tutoring if they are exhibiting low classroom performance.
- ü Kingman Junior High School will increase student attendance/reduce tardies. The points system and other procedures have been put in place to ensure students are accountable for tardies and absences.
- ü Students who are struggling academically at KJHS will receive additional assistance by substituting a study hall in place of an elective. This should help the student in any core academic area where he/she may be struggling.
- ü Kingman Junior High School has instituted a behavior contract system in order to help students who struggle academically because of their behavior. Parents and teachers will meet in order to outline goals/consequences for students with 6 referrals.

Enrollment

October 1, 2004 School Year Student Enrollment : 920
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 10

Instructional Programs

- ü Title I Language Arts
- ü Alternative Education
- ü Gifted
- ü School-to-Work
- ü On-site Special Education
- ü After School Tutoring
- ü Technology-based Learning
- ü ESL/Bilingual Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 2 minutes
First Day of School :	8/11/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

KJHS is committed to teaching the Arizona state standards and providing students with the tools that will allow them to be successful. KJHS will provide a safe and secure learning environment for both students and staff. KJHS strives to maintain effective communication with parents and the community through the use of the media, an updated web site, and phone service. Each student has been provided with a school planner and handbook in order to help them become more organized and informed.

Parents

The KJHS student planner/handbook contains rules, guidelines and procedures of which the parents are expected to be aware and uphold. Parents need to check the planner daily for information regarding academic progress etc. Parents should have their children to school on time, provide proper clothing and nourishment, and ensure good attendance. Teachers will contact parents when needed, but parents should make every effort to contact school with concerns.

Transportation Policy

Students are bused if they live more than one mile away from the school. Students being transported are under the authority of the bus driver and shall observe established and appropriate standards. Activity buses are available on Mondays and Wednesdays for students who are in clubs or are receiving tutoring services.

School Honors

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

Award/Honor	Year
ü 5-Star School-to-Work	2000
ü Andy Devine Teacher of the Year	2004
ü AZ Middle School Math and Science Initiative	2002
ü NAEP Test Participant	2002

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	430	567	78250	96	96	99	524	523	548	30	33	21	26	25	18	38	38	48	5	4	13
All Students (Prior Year)	516	612	75001	100	100	99	456	452	468	44	48	37	39	37	36	13	12	16	3	3	10
Female	216	286	38071	96	95	99	532	528	549	24	29	20	28	27	19	43	41	49	5	4	12
Male	214	280	40126	96	96	99	517	517	547	37	37	23	24	23	17	33	35	46	6	5	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	57	73	29129	95	94	99	486	491	527	50	52	32	22	18	23	28	30	40	0	0	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	11	15	4996	100	100	100	526	526	518	13	20	36	50	40	25	38	40	36	0	0	4
White	352	466	38320	96	96	99	531	527	568	27	30	12	26	26	14	40	39	55	6	5	19
Students with Disabilities	61	79	9329	100	99	100	429	437	454	75	79	64	23	20	18	2	2	16	0	0	2
Students without Disabilities	369	496	68996	95	97	99	540	535	561	23	26	16	27	26	18	44	43	52	6	5	14
Limited English Proficient Students	10	11	10133	100	100	100	252	274	488	30	36	45	60	55	25	10	9	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	194	291	33388	92	91	94	522	518	530	35	38	32	30	27	22	33	33	40	2	2	5
Non-Economically Disadvantaged	236	284	44937	100	100	100	527	525	561	26	29	13	23	22	15	43	42	54	8	7	18

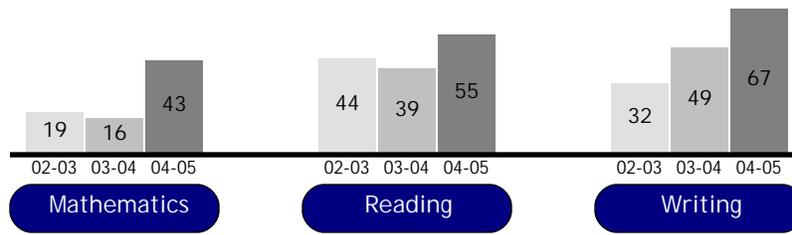
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	431	568	78302	97	0	99	497	496	512	14	15	11	31	31	25	53	52	57	2	2	7
All Students (Prior Year)	516	601	74918	100	100	99	488	486	497	37	40	32	24	23	19	30	28	35	9	9	15
Female	216	286	38082	96	0	99	508	507	518	10	10	8	26	28	24	62	60	61	2	2	7
Male	215	281	40166	97	0	99	485	485	507	17	20	14	37	34	26	44	44	54	2	2	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	57	73	29152	95	0	99	464	467	492	24	23	17	42	43	34	32	33	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	11	15	4993	100	0	100	499	496	484	13	20	19	38	30	38	50	50	42	0	0	1
White	353	467	38347	97	0	99	502	501	531	12	14	5	29	29	17	57	55	68	2	2	10
Students with Disabilities	61	79	9353	100	0	100	407	414	429	46	48	40	40	41	38	13	11	22	0	0	1
Students without Disabilities	370	497	69024	96	0	99	511	509	524	9	10	7	30	30	23	59	57	62	2	2	7
Limited English Proficient Students	10	11	10140	100	0	100	230	250	451	30	36	28	60	55	43	10	9	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	194	291	33398	92	0	94	494	494	495	17	18	18	35	34	35	47	47	46	1	1	2
Non-Economically Disadvantaged	237	285	44979	100	0	100	499	498	525	11	13	6	29	29	18	58	55	66	3	3	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	438	574	78094	98	97	99	522	523	545	4	4	3	28	28	18	66	66	77	1	1	2
All Students (Prior Year)	510	590	74503	98	99	99	466	463	491	13	14	9	38	39	32	46	45	51	3	2	8
Female	219	288	38025	98	96	99	539	540	558	4	3	2	19	20	13	75	75	82	2	2	2
Male	219	285	40013	99	97	99	505	506	534	4	5	5	37	37	23	58	57	71	1	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	57	73	29068	95	94	99	494	499	523	8	7	5	32	33	27	60	61	67	0	0	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	11	15	4981	100	100	100	533	531	526	0	0	4	38	30	25	63	70	70	0	0	0
White	360	473	38265	99	97	99	527	527	564	4	4	2	26	27	11	68	68	84	2	1	3
Students with Disabilities	62	79	9275	100	99	100	415	423	444	17	18	14	55	55	46	28	27	39	0	0	1
Students without Disabilities	376	503	68892	97	98	98	539	537	559	2	2	2	24	25	14	73	72	82	1	1	2
Limited English Proficient Students	10	11	10084	100	100	100	248	273	474	10	9	10	50	45	39	40	45	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	200	296	33296	95	93	94	522	522	527	6	5	5	27	28	27	67	67	67	0	0	0
Non-Economically Disadvantaged	238	286	44871	100	100	100	522	521	559	3	4	2	29	29	12	66	65	84	2	2	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	99	52	49	51	96	48	NA	54	98	49	46	50
	Language	100	54	51	54	98	52	48	58	98	52	48	52
	Mathematics	99	59	55	58	98	51	48	62	98	46	44	50
8	Reading	99	55	54	53	98	51	NA	55	96	46	45	51
	Language	97	48	47	49	98	44	42	52	96	45	44	50
	Mathematics	98	60	58	58	98	55	52	61	95	44	42	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

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

Council Duties

- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü School Improvement
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Positive School Climate

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	49.00
Other Professional Staff	6.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	1	0
4 to 6 years	6	0	0	0
7 to 9 years	3	1	0	0
10 or more years	12	12	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	161
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Hightly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs with Internet Access
- Ü CAD Lab
- Ü Library and 2 gyms
- Ü Alternative School

Extracurricular Activities

- Ü Astro Camp & Sea Camp
- Ü Critter Club (Science Club)
- Ü Extracurricular Athletics - 11 teams
- Ü Theatrical/Musical Productions (Drama)
- Ü Art Club
- Ü Student Council
- Ü Chess Club
- Ü Yearbook and School Newspaper

Social Services

- Ü Parenting Assistance
- Ü Counseling Services/Peer Mediation
- Ü Crisis Intervention
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü AIMS/TERRA NOVA scores increased overall from 52% to 58% in 7th grade Language and from 44% to 48% in 8th grade Language.

- ü 7th grade reading scores on the AIMS/TERRA NOVA increased from 48% to 53%.

- ü A 'point system' has been put in place to make students more accountable for academic achievement, attendance, and behavior. Students may be retained if they do not meet the point total criteria.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	83	96	95	81
Retention Rate ⁹	10	1	1	3
Dropout Rate ¹⁰	3	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

Three administrators are on duty to enforce strict supervision of students at all times. Two School Resource Officers are involved with safety instruction and helping with supervision. Every fight that occurs on campus as well as each incidence where a threat is involved, students are referred to the SRO'S on staff. We have also implemented an Emergency Evacuation Plan with the aid of or SRO's.

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) :

112

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	Teresa Marino	(928) 753-3588
Transportation Policy	Dave Brown	(928) 753-5928
Community Resources	Betsy Parker	(928) 753-5678
School Nutrition Programs	Karma Jones	(928) 753-1919
Parent Organization	none	(928) 753-3588
Student Health/Nurse	Michelle Ross	(928) 753-3588

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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

Total cost of printing: 12 Pages X .0318 Per page X 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.