

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

412 West Buffalo, Holbrook, AZ 86025

Holbrook Unified 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	Highly 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	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

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

School Overview

Principal/Administrator : Ms. Linda M Crumrine
 Schedule : 07:00 AM to 05:00 PM
 Grades : 6-8
 2005 Enrollment : 425
 Web Address : www.holbrook.k12.az.us
 Phone Number : (928) 524-3959
 Fax Number : (928) 524-3766
 E-mail : lindac@holbrook.k12.az.us

Mission

Holbrook Junior High School has a diverse population of students that travel as far as 150 miles to attend daily. We also host a number of students from all around the world.

The vision/philosophy of Holbrook Jr. High School is to shape the students' futures by creating a secure learning environment which maximizes their creative, intellectual, emotional, social and physical development.

School / Academic Goals

- ü 100% of the Holbrook Jr. High teachers will teach to their designated state standards.
- ü 100% of the Holbrook Jr. High teachers will maintain statistics for each student based on their progress toward mastery of each performance objective.
- ü 75% of all students will achieve 75% or higher on each standards based assessment.
- ü Holbrook Jr. High School will have a 3% increase of students who met or exceeded the standards in reading, writing, and math.

Enrollment

October 1, 2004 School Year Student Enrollment : 422
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 3

Instructional Programs

- ü Core Standards Based Curriculum
- ü Technology Lab and Computer Writing Lab
- ü ESL Trained Teachers
- ü On-site Special Education
- ü Alternative Education
- ü Honors English
- ü Advanced Placement Math
- ü Gifted

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 2 minutes
First Day of School :	8/9/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Holbrook Junior High School is responsible for providing a safe learning environment for students in grades 6, 7, and 8. The faculty and administration work to adhere to the philosophy and goals of the school, as well as the school district.

Parents

The successful education of children is dependent upon a partnership between parents and the school. The responsibility for the well-being of our students rests primarily with their parents. The home environment should be safe and complete.

Transportation Policy

Bus routes cover approximately 1,875 square miles. The 24 buses that cover this area logged 431,000 miles during the 04-05 school year and transported 1118 students. Eleven buses cover the Navajo Reservation.

School Honors

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

Award/Honor	Year
ü Odyssey of the Mind: 1st Regional	2005
ü MathCounts - 2nd Place Team--Regionals	2005
ü MathCounts - 3rd Place Team	2004
ü MathCounts - 3rd Place Team	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	153	153	78250	100	100	99	522	522	548	28	28	21	26	26	18	42	42	48	4	4	13
All Students (Prior Year)	147	147	75001	99	99	99	467	467	468	38	38	37	39	39	36	12	12	16	12	12	10
Female	69	69	38071	100	100	99	518	518	549	24	24	20	32	32	19	41	41	49	3	3	12
Male	83	83	40126	100	100	99	526	526	547	32	32	23	21	21	17	43	43	46	4	4	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	19	19	29129	95	95	99	519	519	527	50	50	32	11	11	23	39	39	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	90	90	4996	100	100	100	510	510	518	30	30	36	33	33	25	36	36	36	1	1	4
White	39	39	38320	100	100	99	548	548	568	15	15	12	15	15	14	62	62	55	9	9	19
Students with Disabilities	25	25	9329	100	100	100	424	424	454	64	64	64	18	18	18	18	18	16	0	0	2
Students without Disabilities	128	128	68996	100	100	99	541	541	561	22	22	16	28	28	18	47	47	52	4	4	14
Limited English Proficient Students	20	20	10133	100	100	100	457	457	488	39	39	45	36	36	25	25	25	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	95	95	33388	94	94	94	526	526	530	31	31	32	29	29	22	38	38	40	2	2	5
Non-Economically Disadvantaged	58	58	44937	100	100	100	517	517	561	24	24	13	22	22	15	48	48	54	6	6	18

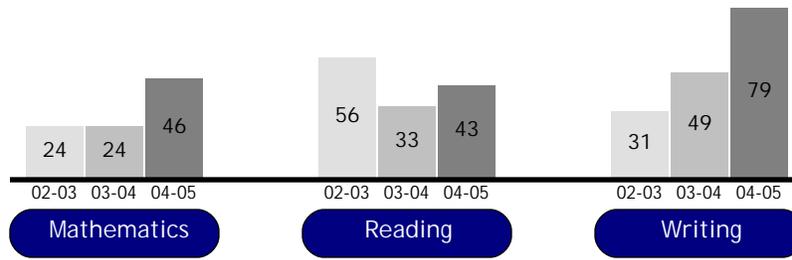
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	153	153	78302	100	0	99	487	487	512	10	10	11	47	47	25	41	41	57	2	2	7
All Students (Prior Year)	149	149	74918	100	100	99	483	483	497	43	43	32	23	23	19	25	25	35	8	8	15
Female	69	69	38082	100	0	99	485	485	518	8	8	8	44	44	24	44	44	61	3	3	7
Male	83	83	40166	100	0	99	488	488	507	12	12	14	49	49	26	37	37	54	1	1	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	19	19	29152	95	0	99	485	485	492	17	17	17	56	56	34	28	28	46	0	0	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	90	90	4993	100	0	100	473	473	484	14	14	19	54	54	38	32	32	42	0	0	1
White	39	39	38347	100	0	99	515	515	531	0	0	5	26	26	17	68	68	68	6	6	10
Students with Disabilities	25	25	9353	100	0	100	401	401	429	32	32	40	50	50	38	18	18	22	0	0	1
Students without Disabilities	128	128	69024	100	0	99	503	503	524	6	6	7	47	47	23	45	45	62	3	3	7
Limited English Proficient Students	20	20	10140	100	0	100	421	421	451	18	18	28	64	64	43	18	18	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	95	95	33398	94	0	94	488	488	495	12	12	18	52	52	35	35	35	46	1	1	2
Non-Economically Disadvantaged	58	58	44979	100	0	100	485	485	525	7	7	6	39	39	18	50	50	66	4	4	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	153	153	78094	100	100	99	534	534	545	1	1	3	20	20	18	79	79	77	0	0	2
All Students (Prior Year)	148	148	74503	99	99	99	476	476	491	10	10	9	40	40	32	43	43	51	6	6	8
Female	69	69	38025	100	100	99	538	538	558	0	0	2	16	16	13	84	84	82	0	0	2
Male	83	83	40013	100	100	99	530	530	534	3	3	5	23	23	23	75	75	71	0	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	19	19	29068	95	95	99	524	524	523	6	6	5	22	22	27	72	72	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	90	90	4981	100	100	100	527	527	526	1	1	4	23	23	25	75	75	70	0	0	0
White	39	39	38265	100	100	99	551	551	564	0	0	2	12	12	11	88	88	84	0	0	3
Students with Disabilities	25	25	9275	100	100	100	439	439	444	9	9	14	41	41	46	50	50	39	0	0	1
Students without Disabilities	128	128	68892	100	100	98	552	552	559	0	0	2	16	16	14	84	84	82	0	0	2
Limited English Proficient Students	20	20	10084	100	100	100	474	474	474	4	4	10	25	25	39	71	71	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	95	95	33296	94	94	94	543	543	527	0	0	5	23	23	27	77	77	67	0	0	0
Non-Economically Disadvantaged	58	58	44871	100	100	100	519	519	559	4	4	2	15	15	12	81	81	84	0	0	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
6	Reading	98	38	38	53	98	49	NA	56	100	44	43	51
	Language	99	26	26	45	97	42	36	48	100	38	35	47
	Mathematics	100	37	37	62	97	56	54	66	100	43	41	52
7	Reading	100	41	41	51	95	39	NA	54	97	42	42	50
	Language	100	40	40	54	96	41	41	58	97	46	46	52
	Mathematics	100	46	46	58	95	48	48	62	97	44	44	50
8	Reading	97	51	51	53	100	44	NA	55	99	45	45	51
	Language	98	46	46	49	100	38	38	52	99	42	42	50
	Mathematics	100	61	61	58	99	56	56	61	99	46	46	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)
- 4 Teacher(s)
- 3 Parent(s)
- 3 Community Member(s)
- 3 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Educational Philosophy and Goals
- Ü Curriculum Development
- Ü Extracurricular Activities
- Ü Administrative Support

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	30.50
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	3	0	0
10 or more years	13	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	111
Teachers with Emergency Certificaton.	5
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Hightly Qualified Teachers	29%

Resources Available at School Site

Special Facilities

- Ü Computer Writing Lab
- Ü Technology Lab
- Ü Library
- Ü Weight room/wrestling room

Extracurricular Activities

- Ü Intramurals
- Ü Art, Drama, Let's Make a Difference Club
- Ü Athletics
- Ü Student Council
- Ü Math Counts
- Ü Newspaper and Yearbook
- Ü Band and Choir
- Ü Gifted

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Short Duration Counseling Services
- Ü Crisis Intervention
- Ü Group Facilitation
- Ü Peer Mediation
- Ü Health Services
- Ü Adult Computer Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü HJHS had a 25% increase in the percent of students who met and exceeded the standards in mathematics. In addition, there was a 16% decrease in the percent of students who fell far below in mathematics.

- ü HJHS had an 11% increase in the percent of students who met and exceeded the standards in reading. In addition, there was a 33% decrease in the percent of students who fell far below in reading.

- ü HJHS had a 33% increase in the percent of students who met and exceeded the standards in writing. In addition, there was a 9% decrease in the percent of students who fell far below in writing.

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	12	12	12	17
Transfers In Rate ⁶	23	28	28	37
Stability Rate ⁷	88	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	0	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

Holbrook Junior High School has been assigned a School Probation Officer. The Probation Officer teaches classes during the school day as well as patrol the school campus. Holbrook Junior High School has an alternative school for at-risk students. Holbrook Junior High School continues to be involved with Character Counts!

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) :

28

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	Linda M. Crumrine	(928) 524-3959
Transportation Policy	Carolee DeWitt	(928) 524-6192
Community Resources	Trista Barsotti	(928) 524-3959
School Nutrition Programs	Sunny Obren	(928) 524-2815
Parent Organization	Ruth Wallace	(928) 524-6181
Student Health/Nurse	Stephanie Bifano	(928) 524-3959

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.

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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.