



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

12255 Turquoise Circle, Dewey, AZ 86327

Humboldt 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 LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2003-04 Excelling
2002-03 Excelling
2001-02 Improving

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

School Overview

Principal/Administrator : Mr. Brian Buchholtz
Schedule : 7:15 AM to 3:45 PM
Grades : 6-8
2004 Enrollment : 440
Web Address : bradshawmountainmiddleschool.org
Phone Number : (928) 759-4900
Fax Number : (623) 759-4920
E-mail : bbuchholtz@humboldt.k12.az.us

Mission

The students, families, and staff of Bradshaw Mt. Middle School are devoted to academic excellence and the cultivation of individual strengths and talents in a safe and supportive environment in an atmosphere where learning is valued by all.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Not Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

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

School / Academic Goals

- BMMS will use data analysis of AIMS results to create a school-wide action plan to address growth in areas of reading, writing, and math.
BMMS will in-service and implement the 6-trait writing model into the classroom.
BMMS will look at best teaching practices through its professional growth opportunities and incorporate acquired knowledge within the classroom.

Enrollment

October 1, 2003 School Year Student Enrollment : 413
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 40

Instructional Programs

- Ü Homebase Advisor/Advisee
- Ü Special Education
- Ü Enrichment Education
- Ü Thematic Units
- Ü Vertical Curriculum Coordination
- Ü Alternative Learning Center
- Ü School Wide Clubs
- Ü Grade Level Teaming

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

A handbook is distributed. Truancy Mediation is in place. Parent/teacher conferences are held along with midquarter progress reports. A Site Council, PTSO, and a parent volunteer program are available. Newsletters are sent out on a regular basis. A volunteer program is accessible for parents.

Parents

A dress code is maintained and parents are urged to promote its purpose. Parents are to call on child's absences. Homework support is crucial for students. Utilization of the Site Council is encouraged. Volunteerism is supported. Eighth grade parents are involved with promotion activities. Parents are encouraged to get involved with the PTSO.

Transportation Policy

The district provides bus service for all regular and special education students. Transportation is provided for all extracurricular activities as well.

School Honors

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

Award/Honor	Year
Ü Arizona EXCELLING School Status	2003
Ü AAJHSC MASTER Council Award	2004
Ü Yavapai County Teacher of the Year Nominees	2004
Ü Rotary Teacher of the Year 2004	2000

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	143	414	75001	99	98	99	464	470	468	32	29	37	50	48	36	14	15	16	4	7	10
All Students (Prior Year)	137	394	71167	98	100	99	476	465	463	19	33	38	59	49	41	17	15	14	5	4	7
Female	73	200	36846	97	98	99	457	464	468	38	33	36	49	47	38	12	16	16	1	4	10
Male	68	211	37974	99	98	99	472	476	467	26	26	39	52	49	34	17	16	16	6	10	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	24	79	26675	100	98	98	441	452	448	56	43	52	39	45	34	6	10	10	0	2	4
Asian/Pacific Islander	NC	NC	1575	NC	NC	99	NC	NC	504	NC	NC	18	NC	NC	33	NC	NC	20	NC	NC	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	111	316	37785	99	98	99	468	474	482	28	27	25	52	48	39	16	17	21	4	8	15
Students with Disabilities	16	48	8802	100	92	100	433	426	418	67	73	79	20	19	16	13	8	3	0	0	1
Students without Disabilities	127	366	66199	99	99	99	468	474	472	28	26	34	54	50	38	14	16	17	4	8	11
Limited English Proficient Students	NC	20	11710	NC	100	100	NC	421	429	NC	67	70	NC	33	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	64	160	29814				455	460	448	40	38	53	50	45	33	7	13	10	3	5	4
Non-Economically Disadvantaged	79	254	45170				470	475	479	27	25	28	50	50	38	19	17	20	4	8	14

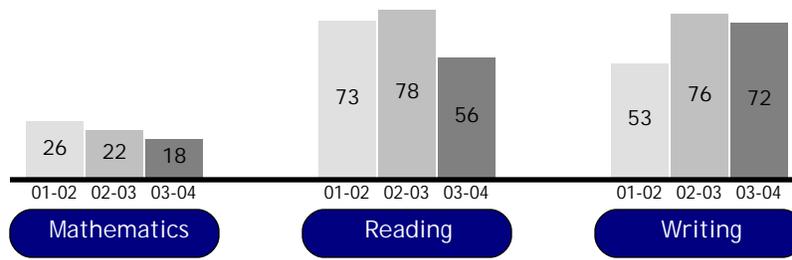
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	416	74918	100	99	99	505	505	497	23	23	32	21	20	19	41	42	35	15	15	15
All Students (Prior Year)	137	394	71100	98	100	99	523	512	502	6	12	25	15	23	21	54	47	40	24	17	15
Female	73	200	36805	97	98	99	502	501	501	21	24	28	28	24	19	40	38	37	12	14	16
Male	68	212	37936	99	98	99	509	509	493	26	22	35	11	16	18	44	46	33	20	16	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	24	80	26645	100	99	98	487	486	478	28	41	46	39	21	20	28	31	27	6	7	6
Asian/Pacific Islander	NC	NC	1571	NC	NC	99	NC	NC	521	NC	NC	18	NC	NC	15	NC	NC	38	NC	NC	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	112	317	37773	100	98	99	509	510	511	21	19	20	19	20	18	42	44	41	18	17	21
Students with Disabilities	16	48	8801	100	92	100	464	457	448	53	68	75	20	18	13	27	14	10	0	0	2
Students without Disabilities	128	368	66117	100	100	99	510	509	501	19	19	28	21	21	19	43	44	37	17	16	16
Limited English Proficient Students	NC	20	11706	NC	100	100	NC	495	454	NC	33	71	NC	0	16	NC	67	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	64	161	29785				498	495	477	29	33	47	22	22	20	38	36	26	10	10	6
Non-Economically Disadvantaged	80	255	45115				511	511	508	18	17	23	20	19	18	43	45	39	19	18	20

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	143	410	74503	99	97	99	512	507	491	3	5	9	24	30	32	65	55	51	7	10	8
All Students (Prior Year)	135	376	69001	96	97	96	515	499	490	3	12	17	21	32	37	74	55	45	2	1	1
Female	72	198	36686	96	97	99	517	517	506	0	0	5	24	28	29	67	62	57	9	9	9
Male	68	208	37644	99	96	98	508	497	476	6	10	13	24	31	36	64	48	45	6	10	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	24	80	26500	100	99	97	497	490	467	6	5	13	17	34	39	78	56	44	0	5	4
Asian/Pacific Islander	NC	NC	1566	NC	NC	99	NC	NC	537	NC	NC	5	NC	NC	23	NC	NC	55	NC	NC	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	111	312	37606	99	97	99	515	509	508	2	5	6	27	29	28	62	54	56	9	11	10
Students with Disabilities	15	43	8662	94	83	100	419	409	409	29	33	37	43	42	42	29	25	20	0	0	1
Students without Disabilities	128	367	65841	100	99	98	523	514	499	0	3	7	22	29	32	70	57	53	8	11	8
Limited English Proficient Students	NC	20	11608	NC	100	100	NC	514	430	NC	0	23	NC	33	47	NC	67	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	63	158	29587				503	495	465	5	7	14	28	32	40	61	56	43	5	5	4
Non-Economically Disadvantaged	80	252	44898				518	513	507	1	4	7	22	29	28	68	54	55	9	13	10

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

**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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	90	61	58	49	100	64	57	53	95	61	NA	56
	Language	90	54	50	42	100	52	45	45	99	43	46	48
	Mathematics	90	71	64	58	100	74	64	62	99	63	65	66
7	Reading	88	67	58	48	100	59	57	51	97	61	NA	54
	Language	88	70	62	51	100	64	56	54	97	59	56	58
	Mathematics	88	73	60	54	100	67	64	58	94	69	58	62
8	Reading	91	67	59	49	99	70	62	53	99	63	NA	55
	Language	91	71	60	46	99	76	58	49	99	64	57	52
	Mathematics	91	71	58	54	99	72	60	58	99	62	63	61

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)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Textbook Selection
- Ü Budget
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Instructional Strategies

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	1.00	Teacher Aide	2.40

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	19
Core academic classes taught by Highly Qualified (NCLB) teachers.	82
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü 3 PC Computer Labs
- Ü School Media Center
- Ü In-School Broadcasting Lab

Extracurricular Activities

- Ü Student Council
- Ü Inter-scholastic Athletics Grades 6-8
- Ü Yearbook
- Ü Bruin Clubs
- Ü National Junior Honor Society
- Ü Arizona Future Problem Solvers

Social Services

- Ü Boys & Girls Club Partnership
- Ü Milestones - Violence Prevention
- Ü Breakfast Program
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü AIMS - Significantly higher compared to state and district percentages in the reading, writing, and math areas.

ü Stanford 9 results surpass nation, state, county, and district percentiles in reading, math, and language arts at all grade levels.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	93	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	76	75
Grades 6-7	61	66
Grades 7-8	70	64

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A Resource Officer is on campus. Timely safety drills are practiced. A leveled discipline plan and dress code policy are enforced. Student handbooks state school policies. A Silent Witness Program is in place. Active Member of Milestones group.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

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.

Contacts

	Name	Phone Number
School Site Council	Brian Buchholtz	(928) 759-4900
Transportation Policy	Tom Rozum	(928) 772-4346
Community Resources	Renee Ekmark and David Grant (SRO)	(928) 759-4900
School Nutrition Programs	Rick Littel	(928) 759-4000
Parent Organization	Joella Mortillaro	(928) 759-4900
Student Health/Nurse	Candi Carroll	(928) 759-4900

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.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 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 2003-04 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 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. 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.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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Total cost of printing: 12 Pages X .0318 Per page X 440 Copies = \$168.00

\*\* 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.