

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1020 Avenue C, Yuma, AZ 85364

Crane Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	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 : Mrs. Helen Coffeen
 Schedule : 07:30 AM to 03:45 PM
 Grades : 4-6
 2005 Enrollment : 427
 Web Address : www.craneschools.org
 Phone Number : (928) 373-3800
 Fax Number : (928) 373-3899
 E-mail : hcoffeen@apsc.org

Mission

A standards-based curriculum provides students with opportunities for high quality instruction. Each student is encouraged to do his/her personal best. Our decisions are guided by what is best for students so they may develop into effective citizens.

School / Academic Goals

- ü Improve student academic performance in reading by focusing reading instruction on the Arizona Academic Standards and emphasizing the national five elements of reading: phonemic awareness, phonics, vocabulary, comprehension and fluency.
- ü Improve students' writing skills using 6 x 6 Trait writing rubric and 'Writing up a Storm' programs.
- ü Improve student academic performance in math by focusing math instruction on the Arizona Academic Standards.
- ü Offer R/E-Teach and enrichment classes to students in reading and math.

Enrollment

October 1, 2004 School Year Student Enrollment : 448
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 19

Instructional Programs

- ü Harcourt Brace Trophies Reading Program
- ü Six Trait Writing Instruction
- ü Excel Math
- ü 'Writing Up a Storm'
- ü Science
- ü Health
- ü Channel One

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

The School/Parent Compact asks that staff provide an academic curriculum based on the Arizona Academic Standards; frequent communication with parents; a safe, caring environment in which all students can succeed; and appropriate daily homework.

Parents

The School/Parent Compact asks that parents send children to school every day, prompt, rested, homework completed; spend time each day reading, writing, talking or listening; reinforce school rules; attend conferences; set up a quiet study time.

Transportation Policy

The Crane Elementary School District provides transportation for pupils in compliance with state law and regulations. Bus riding is a privilege which may be suspended if students do not follow safety rules.

School Honors

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

Award/Honor	Year
ü YRE Award	2004
ü 5th grader won 1st place in Geometry in Math Challenge	2004
ü Successful Elem School Selected by Bill Gates Institute	2003
ü NIE Teacher of the Year	2002

5th 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	158	703	78906	99	99	99	480	500	498	13	10	13	23	19	19	50	48	48	14	23	20
All Students (Prior Year)	164	651	76019	100	100	100	490	507	499	15	8	14	46	41	39	19	13	14	20	37	33
Female	74	340	38644	97	99	99	483	502	500	13	8	12	23	21	19	55	51	49	9	21	19
Male	84	362	40236	100	99	99	477	499	497	13	12	15	24	18	19	46	45	46	18	25	20
African American	NC	19	4087	NC	100	99	NC	504	481	NC	13	20	NC	20	24	NC	47	45	NC	20	11
Hispanic	127	488	31938	98	99	99	478	493	481	14	12	19	22	22	25	52	49	46	12	17	10
Asian/Pacific Islander	NC	11	1805	NC	100	98	NC	545	536	NC	0	5	NC	0	8	NC	70	45	NC	30	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	22	177	36483	100	99	99	487	519	517	6	6	7	24	12	13	41	43	51	29	38	30
Students with Disabilities	28	78	10664	100	100	100	382	410	430	29	37	42	46	35	27	25	20	26	0	8	5
Students without Disabilities	130	625	68310	98	99	98	503	512	509	9	7	9	18	17	18	56	52	51	17	25	22
Limited English Proficient Students	69	201	12573	100	100	100	452	471	454	20	17	27	27	27	30	45	45	38	8	11	5
Migrant Students	--	10	125	--	NA	NA	--	509	476	--	0	18	--	30	35	--	60	42	--	10	5
Economically Disadvantaged	154	477	38679	97	97	96	480	494	483	13	12	20	23	22	25	50	50	45	14	16	10
Non-Economically Disadvantaged	--	226	40295	--	100	100	--	514	513	--	6	7	--	14	13	--	44	50	--	36	30

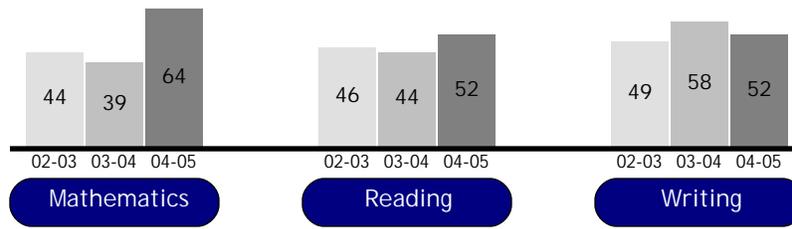
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	702	78908	99	0	99	454	474	484	16	12	10	32	26	23	47	56	58	5	6	9
All Students (Prior Year)	165	651	76020	100	100	100	498	502	503	33	25	25	23	26	23	37	40	40	7	9	12
Female	74	340	38648	97	0	99	458	479	489	23	12	8	30	24	22	43	57	61	4	7	10
Male	84	361	40233	100	0	99	451	470	479	10	12	12	34	27	25	50	56	55	6	5	8
African American	NC	19	4092	NC	0	99	NC	491	473	NC	7	12	NC	33	28	NC	47	54	NC	13	5
Hispanic	127	487	31940	98	0	99	451	465	465	18	15	16	35	30	32	43	53	49	4	3	3
Asian/Pacific Islander	NC	11	1805	NC	0	98	NC	505	507	NC	0	4	NC	10	13	NC	90	65	NC	0	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	22	177	36502	100	0	99	467	495	502	6	4	4	18	15	14	65	67	67	12	14	15
Students with Disabilities	28	78	10665	100	0	100	374	396	423	21	28	30	50	44	36	29	27	31	0	1	2
Students without Disabilities	130	624	68312	98	0	98	474	485	493	15	10	7	28	23	21	51	60	62	6	7	10
Limited English Proficient Students	69	201	12556	100	0	100	419	439	436	28	23	24	41	36	40	31	40	35	0	1	1
Migrant Students	--	10	125	--	NA	NA	--	461	457	--	20	22	--	20	40	--	60	38	--	0	0
Economically Disadvantaged	154	476	38662	97	0	96	454	468	468	16	15	16	32	28	32	47	51	49	5	5	3
Non-Economically Disadvantaged	--	226	40315	--	0	100	--	486	498	--	4	5	--	21	15	--	67	66	--	8	14

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	158	696	78750	99	98	99	467	499	500	6	4	6	43	28	29	51	66	63	1	2	2
All Students (Prior Year)	165	649	75673	100	100	100	517	535	530	16	10	12	26	24	25	56	63	58	2	3	4
Female	74	336	38586	97	98	99	485	513	515	4	3	4	39	22	22	55	73	71	2	2	3
Male	84	359	40135	100	98	99	451	487	486	7	5	8	46	33	35	47	61	56	0	1	1
African American	NC	18	4081	NC	95	99	NC	525	488	NC	7	8	NC	20	32	NC	67	59	NC	7	2
Hispanic	127	483	31841	98	98	99	465	491	483	6	4	8	42	31	36	52	64	55	0	0	1
Asian/Pacific Islander	NC	11	1802	NC	100	98	NC	503	533	NC	10	2	NC	10	16	NC	80	75	NC	0	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	22	176	36440	100	99	99	469	517	516	6	3	3	41	20	22	47	72	71	6	4	4
Students with Disabilities	28	78	10622	100	100	100	369	392	415	13	15	21	67	63	50	21	20	28	0	1	1
Students without Disabilities	130	618	68196	98	98	98	490	514	513	4	3	3	37	23	25	58	73	69	1	2	3
Limited English Proficient Students	69	201	12504	100	100	100	440	464	451	6	7	12	48	42	44	45	51	43	0	1	1
Migrant Students	--	10	126	--	NA	NA	--	476	464	--	10	14	--	40	44	--	50	41	--	0	0
Economically Disadvantaged	154	473	38558	97	96	96	467	492	485	6	5	8	43	32	37	51	62	54	1	0	1
Non-Economically Disadvantaged	--	223	40260	--	100	100	--	515	514	--	2	3	--	18	21	--	76	72	--	4	4

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)

5th 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
4	Reading	94	27	46	52	91	29	NA	56	99	35	43	48
	Language	96	31	45	48	95	32	51	52	99	35	44	49
	Mathematics	98	54	67	57	95	50	72	61	99	47	55	53
5	Reading	91	27	44	50	94	36	NA	55	97	38	45	50
	Language	99	30	45	46	97	42	48	49	97	42	48	50
	Mathematics	100	51	69	57	98	62	72	63	97	44	48	49
6	Reading	98	36	52	53	96	42	NA	56	98	47	53	51
	Language	99	30	48	45	97	34	49	48	98	41	48	47
	Mathematics	100	70	78	62	97	62	78	66	98	51	61	52

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)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Reporting Standards to Parents
- Ü Title I Improvement Plan
- Ü School Safety Issues
- Ü Curriculum Adoptions
- Ü Parent/Educator Relations
- Ü School Compact/Parent Survey

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	29.00
Other Professional Staff	2.50	Teacher Aide	2.90

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	6	1	0	0
7 to 9 years	3	1	0	0
10 or more years	4	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs for Students
- Ü Media Center
- Ü Multipurpose room
- Ü Art, Music and Band rooms

Extracurricular Activities

- Ü Homework Help/Book Exchg. Before School
- Ü AfterSchool/Intersession/Gifted Programs
- Ü Soccer, Softball & Football Programs
- Ü Math Counts
- Ü Current Events Challenge
- Ü Student Council
- Ü Drama Club
- Ü Band

Social Services

- Ü YRMC School-Based Health Center
- Ü Dental Screening and Sealants
- Ü Adult Education
- Ü Free Breakfast and Lunch Programs
- Ü School Bell
- Ü Backpacks with School Supplies
- Ü Counseling
- Ü Parenting Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü A comparison between 2004 and 2005 AIMS reading scores shows a 17 percent increase in fifth grade students meeting or exceeding the standard.
- ü A comparison between 2004 and 2005 AIMS math scores shows a 32 percent increase in fifth grade students meeting or exceeding the standard.
- ü A comparison between 2004 and 2005 AIMS writing scores shows a 3 percent increase in fifth grade students meeting or exceeding the standard.
- ü Rancho Viejo teachers scored the highest in Crane School District in the area of instructional time maximized on the Data-in-a-Day instrument.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	39	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	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

We model and practice lifeskills of respect, cooperation and kindness, responsibility and integrity, problem solving and common sense, and personal best and effort. Teachers provide safety and prevention instruction. During physical education classes students learn life-long physical activities and good nutrition to promote a healthy lifestyle.

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) :

0

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	Helen Coffeen	(928) 373-3800
Transportation Policy	Margaret Wapler	(928) 373-3465
Community Resources	Bobbie Henry	(928) 373-3802
School Nutrition Programs	Jane Johnson	(928) 373-3911
Parent Organization		
Student Health/Nurse	Maria Shelton	(928) 373-3816

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.