

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3851 W. Missouri Ave., Phoenix, AZ 85019

Alhambra 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
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	Met

School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 1

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

School Overview

Principal/Administrator : Ms. Kathy Davis
 Schedule : 07:30 AM to 04:30 PM
 Grades : 4-7
 2005 Enrollment : 858
 Web Address : www.alhambra.k12.az.us
 Phone Number : (602) 347-0232
 Fax Number : (602) 347-9906
 E-mail : kdavis@alhambra.k12.az.us

Mission

We believe that students are our first priority and provide a school climate that allows them to feel safe and value learning. Students are held to high academic standards, as well as encouraged to develop positive self-esteem and respect for others.

School / Academic Goals

- ü Cultivate the partnership between school and community by increasing parental involvement and providing a variety of programs and services to meet the needs of all students and parents.
- ü Provide a safe, productive, nurturing, environment for students and staff that will foster and enhance learning, and encourage appreciation of multicultural diversity.
- ü Improve student achievement in all areas of the curriculum by providing a stimulating and challenging academic program, connecting learning with real-life applications, and focusing on individual abilities and learning styles.
- ü Empower personnel through staff development, enhancing and expanding programs and instruction in order to help all students reach their full potential.

Enrollment

October 1, 2004 School Year Student Enrollment : 679
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 21

Instructional Programs

- Ü Collaborative Instruction
- Ü English Language Acquisition Program
- Ü Extended Day Tutoring
- Ü Schoolwide Title I Program
- Ü Computer Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school is responsible to provide a safe environment for learning. Our responsibilities also include maintaining consistent communication with parents and community. Teachers are encouraged to make two positive communications with parents weekly.

Parents

Responsibilities of the parent include providing a place for study at home; getting the child to school regularly and on time; participating as partners in the education of their child; and actively participating on the School Community Council.

Transportation Policy

Bus transportation is authorized for special needs students who require transportation as indicated in their IEPs; students living within one mile of the school where hazardous routes exist and students who live one mile or more from school.

School Honors

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

Award/Honor	Year
Ü Az Dept of Ed. Spotlight on Success Award	2005
Ü ASBA Golden Bell Award-"BRIDGES" Program	2004
Ü Mini-grants Awarded to Teachers for Class Projects	2003
Ü City of Phoenix Youth Diversity Grant	2004

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	188	1607	78906	87	98	99	481	487	498	17	19	13	20	22	19	45	48	48	18	12	20
All Students (Prior Year)	200	1582	76019	98	100	100	503	493	499	10	15	14	41	41	39	15	14	14	35	30	33
Female	101	779	38644	87	98	99	482	488	500	15	16	12	24	23	19	47	50	49	14	11	19
Male	87	829	40236	86	99	99	480	485	497	19	21	15	15	21	19	43	46	46	22	12	20
African American	17	114	4087	100	98	99	457	484	481	33	18	20	40	21	24	27	54	45	0	7	11
Hispanic	123	1181	31938	85	98	99	481	482	481	20	20	19	20	24	25	43	48	46	18	8	10
Asian/Pacific Islander	NC	49	1805	NC	94	98	NC	512	536	NC	13	5	NC	8	8	NC	54	45	NC	25	42
American Indian/Alaskan Native	NC	56	4593	NC	100	100	NC	490	467	NC	18	26	NC	24	29	NC	45	39	NC	12	6
White	33	207	36483	85	100	99	470	503	517	4	12	7	12	14	13	68	45	51	16	29	30
Students with Disabilities	29	212	10664	97	100	100	379	423	430	40	64	42	32	19	27	28	16	26	0	2	5
Students without Disabilities	159	1396	68310	85	97	98	502	496	509	13	12	9	17	22	18	48	53	51	21	13	22
Limited English Proficient Students	44	530	12573	100	100	100	449	469	454	30	27	27	21	26	30	35	42	38	14	5	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	159	1398	38679	82	96	96	493	485	483	17	20	20	22	24	25	43	47	45	18	9	10
Non-Economically Disadvantaged	29	210	40295	100	100	100	411	500	513	18	11	7	9	9	13	55	53	50	18	27	30

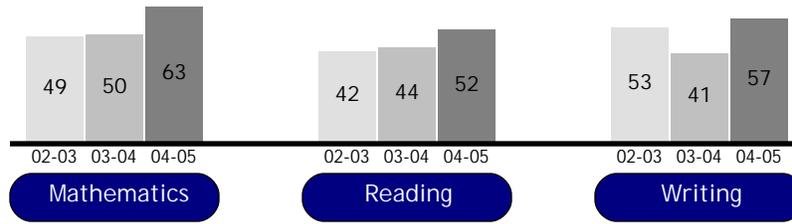
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	187	1599	78908	86	0	99	456	468	484	19	18	10	29	29	23	49	48	58	3	5	9
All Students (Prior Year)	200	1578	76020	98	100	100	498	498	503	31	32	25	25	24	23	38	35	40	6	9	12
Female	100	776	38648	86	0	99	463	473	489	18	16	8	33	26	22	46	53	61	3	5	10
Male	87	824	40233	86	0	99	448	462	479	21	20	12	25	32	25	51	44	55	3	4	8
African American	17	111	4092	100	0	99	452	474	473	27	13	12	47	29	28	27	55	54	0	2	5
Hispanic	123	1177	31940	85	0	99	453	463	465	23	20	16	28	30	32	49	47	49	0	3	3
Asian/Pacific Islander	NC	49	1805	NC	0	98	NC	481	507	NC	10	4	NC	23	13	NC	56	65	NC	10	18
American Indian/Alaskan Native	NC	56	4569	NC	0	100	NC	470	457	NC	12	18	NC	43	39	NC	43	41	NC	2	2
White	32	206	36502	82	0	99	452	487	502	8	12	4	25	21	14	58	53	67	8	14	15
Students with Disabilities	29	212	10665	97	0	100	354	407	423	56	64	30	32	25	36	12	11	31	0	1	2
Students without Disabilities	158	1388	68312	84	0	98	476	477	493	12	11	7	29	30	21	56	54	62	3	5	10
Limited English Proficient Students	44	522	12556	100	0	100	423	448	436	29	27	24	37	36	40	33	37	35	2	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	158	1391	38662	81	0	96	464	466	468	21	20	16	30	30	32	47	46	49	2	4	3
Non-Economically Disadvantaged	29	209	40315	100	0	100	407	479	498	9	7	5	23	20	15	59	62	66	9	11	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	214	1626	78750	99	100	99	485	486	500	2	8	6	41	34	29	57	57	63	0	1	2
All Students (Prior Year)	198	1569	75673	97	99	100	490	513	530	14	17	12	46	30	25	39	50	58	2	3	4
Female	116	790	38586	100	99	99	497	500	515	3	5	4	33	28	22	63	66	71	0	1	3
Male	98	837	40135	97	100	99	473	473	486	0	11	8	50	40	35	50	48	56	0	0	1
African American	18	114	4081	100	98	99	496	493	488	0	6	8	47	35	32	53	58	59	0	1	2
Hispanic	141	1194	31841	98	100	99	483	481	483	3	9	8	47	37	36	50	53	55	0	1	1
Asian/Pacific Islander	11	51	1802	100	98	98	518	511	533	0	4	2	9	24	16	91	72	75	0	0	7
American Indian/Alaskan Native	NC	56	4586	NC	100	100	NC	494	481	NC	6	8	NC	33	37	NC	61	54	NC	0	1
White	38	211	36440	97	100	99	476	501	516	0	6	3	23	21	22	77	71	71	0	2	4
Students with Disabilities	30	213	10622	100	100	100	388	396	415	8	33	21	65	54	50	27	13	28	0	0	1
Students without Disabilities	184	1414	68196	98	98	98	502	499	513	1	5	3	37	31	25	62	63	69	0	1	3
Limited English Proficient Students	45	526	12504	100	100	100	456	465	451	4	12	12	48	43	44	48	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	183	1416	38558	94	97	96	494	484	485	2	9	8	44	36	37	54	54	54	0	1	1
Non-Economically Disadvantaged	31	211	40260	100	100	100	430	499	514	0	4	3	21	19	21	79	75	72	0	1	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.

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	43	44	52	94	52	NA	56	97	37	37	48
	Language	97	40	46	48	96	53	50	52	97	43	40	49
	Mathematics	94	53	60	57	95	63	65	61	97	41	45	53
5	Reading	95	37	43	50	97	49	NA	55	84	39	38	50
	Language	96	39	43	46	97	48	51	49	84	41	41	50
	Mathematics	94	54	56	57	96	65	65	63	85	40	40	49
6	Reading	97	47	44	53	94	53	NA	56	95	52	43	51
	Language	98	40	40	45	94	46	45	48	95	49	41	47
	Mathematics	97	66	60	62	92	75	66	66	96	55	46	52
7	Reading	NC	NC	42	51	NC	NC	NA	54	NC	NC	40	50
	Language	NC	NC	50	54	NC	NC	56	58	NC	NC	45	52
	Mathematics	NC	NC	57	58	NC	NC	60	62	NC	NC	42	50

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)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Budget
- Ü Student Discipline
- Ü Parent/Educator Relations
- Ü Improvement of Facilities/Grounds
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	2.00	Teacher Aide	32.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	3	7	0	0
7 to 9 years	3	7	0	0
10 or more years	2	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	45
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multipurpose Auditorium

Extracurricular Activities

- | | |
|-------------------------------|---------------------|
| Ü Student Council | Ü Art Club |
| Ü Extended School Day Program | Ü Library Club |
| Ü Peer Mediation | Ü Intramural Sports |
| Ü Chorus/Band | Ü Handbell Choir |

Social Services

- | | |
|----------------------------|----------------------------|
| Ü Day Care | Ü Volunteer Program |
| Ü Parent Education Classes | Ü Breakfast/Lunch Programs |
| Ü Counseling Services | |
| Ü Health Services | |

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü A schoolwide Peer Mediation Program has been successfully implemented, allowing students to be more active in the problem-solving process. This program has helped to develop conflict resolution skills and enhance self-esteem in our students.

- ü Extended-day programs have been expanded to include a homework assistance class, several sessions of academic tutoring and a variety of extracurricular classes offered throughout the year, both before and after school.

- ü A series of 'Family Night' activities have been held, increasing the collaboration between teachers, parents, and students. These events include hands-on activities and open dialogue.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	42	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	98	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

A major goal of Sevilla West is to provide our students with a safe and positive place for learning. The campus is secured, allowing one entrance through the office for visitors. A school safety committee meets monthly to review safety procedures.

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) :

12

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	Kathy Davis	(602) 347-0232
Transportation Policy	Kathy Davis	(602) 347-0232
Community Resources	Jeffrey Kling	(602) 347-0232
School Nutrition Programs	Vivian Lovell	(602) 347-0232
Parent Organization	Robyn Tackacs	(602) 347-0232
Student Health/Nurse	Elecia Sevy	(602) 347-0232

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.