



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2228 South Country Club Way, Tempe, AZ 85282

Tempe School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

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

School Overview

Principal/Administrator : Ms. Sue Clark
 Schedule : 08:00 AM to 04:30 PM
 Grades : 6-8
 2005 Enrollment : 11
 Web Address : www.tempeschools.org
 Phone Number : (480) 894-3321
 Fax Number : (480) 894-5203
 E-mail : sclark@tempeschools.org

Mission

There are no throw-away children. We provide a modified course of study and adapted teaching methods, materials and techniques in an highly structured alternative educational environment, with a low staff to student ratio, for students unable to profit from the regular middle school course of study and environment. The students are considered academically, socially, or behaviorally at-risk, or who have been long-term suspended from their home schools for violation of a zero tolerance policy.

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	N/A
2002-03	N/A

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

School / Academic Goals

- ü The student will demonstrate, through standardized or criterion referenced testing, adequate yearly progress in reading.
- ü The student will demonstrate, through standardized or criterion referenced testing, adequate yearly progress in math.
- ü The student will demonstrate, through standardized or criterion referenced testing, adequate yearly progress in writing.
- ü The student will develop behaviors that will facilitate their return to their home school and promote success.

Enrollment

October 1, 2004 School Year Student Enrollment : 25
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2004-05 : 1

Intervention Learning Program

Instructional Programs

- Ü Integrated Curriculum & Instruction
- Ü Structured Environment
- Ü Preventative Intervention Learning
- Ü On-Site Special Education
- Ü Service Learning
- Ü Goal Setting
- Ü Multiage / Multigrade Classrooms
- Ü At-Risk Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The ILP staff will provide quality teaching and leadership, challenge each student at his/her level, demonstrate care and concern for each student and promote daily communication with parents/guardians. In addition to the educational responsibilities the program will provide a behavior modification program.

Parents

The student's parents/guardians will ensure their child's regular school attendance, support the uniform policy and school rules, ensure homework and projects are completed in a timely manner, communicate regularly with child's teacher, and volunteer to help the school one or two hours a month.

Transportation Policy

The ILP program follows the district-wide transportation policy on safety and behavior. Violation of these policies are referred to the program for appropriate action. All students are required to be bused to and from school for this program. Parents are required to provide timely transportation to and from school for students suspended from the bus.

School Honors

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

Award/Honor

Year

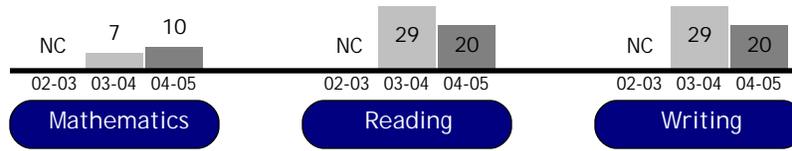
8th Grade

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	18	1313	78250	100	100	99	488	525	548	80	34	21	10	22	18	0	37	48	10	6	13
All Students (Prior Year)	16	1312	75001	100	100	99	432	452	468	64	53	37	29	30	36	7	9	16	0	8	10
Female	NC	654	38071	NC	100	99	NC	522	549	NC	35	20	NC	22	19	NC	38	49	NC	5	12
Male	15	659	40126	100	100	99	493	528	547	78	34	23	11	21	17	0	37	46	11	8	14
African American	NC	194	4058	NC	100	99	NC	512	523	NC	44	32	NC	21	22	NC	34	41	NC	2	5
Hispanic	NC	556	29129	NC	100	99	NC	508	527	NC	45	32	NC	25	23	NC	28	40	NC	2	6
Asian/Pacific Islander	--	49	1747	--	100	100	--	548	589	--	24	9	--	20	9	--	44	50	--	12	32
American Indian/Alaskan Native	NC	94	4996	NC	96	100	NC	510	518	NC	45	36	NC	20	25	NC	34	36	NC	1	4
White	NC	420	38320	NC	99	99	NC	553	568	NC	16	12	NC	19	14	NC	50	55	NC	15	19
Students with Disabilities	NC	161	9329	NC	100	100	NC	437	454	NC	74	64	NC	16	18	NC	10	16	NC	1	2
Students without Disabilities	11	1152	68996	100	100	99	497	537	561	71	29	16	14	23	18	0	41	52	14	7	14
Limited English Proficient Students	NC	226	10133	NC	100	100	NC	477	488	NC	57	45	NC	26	25	NC	17	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	11	701	33388	79	96	94	470	511	530	88	45	32	13	25	22	0	28	40	0	1	5
Non-Economically Disadvantaged	NC	612	44937	NC	100	100	NC	540	561	NC	22	13	NC	19	15	NC	47	54	NC	12	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	18	1313	78302	100	0	99	476	495	512	20	18	11	60	30	25	20	49	57	0	3	7
All Students (Prior Year)	16	1311	74918	100	100	99	464	484	497	50	43	32	21	19	19	29	26	35	0	12	15
Female	NC	654	38082	NC	0	99	NC	499	518	NC	15	8	NC	28	24	NC	53	61	NC	4	7
Male	15	659	40166	100	0	99	478	492	507	22	21	14	56	32	26	22	45	54	0	3	6
African American	NC	194	4064	NC	0	100	NC	490	498	NC	21	14	NC	31	29	NC	49	54	NC	0	3
Hispanic	NC	556	29152	NC	0	99	NC	478	492	NC	24	17	NC	37	34	NC	37	46	NC	1	2
Asian/Pacific Islander	--	49	1746	--	0	100	--	513	542	--	10	5	--	32	13	--	51	66	--	7	16
American Indian/Alaskan Native	NC	94	4993	NC	0	100	NC	481	484	NC	22	19	NC	38	38	NC	38	42	NC	2	1
White	NC	420	38347	NC	0	99	NC	521	531	NC	8	5	NC	19	17	NC	67	68	NC	6	10
Students with Disabilities	NC	160	9353	NC	0	100	NC	411	429	NC	56	40	NC	30	38	NC	14	22	NC	0	1
Students without Disabilities	11	1153	69024	100	0	99	474	507	524	29	12	7	57	30	23	14	54	62	0	4	7
Limited English Proficient Students	NC	226	10140	NC	0	100	NC	445	451	NC	36	28	NC	43	43	NC	21	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	11	700	33398	79	0	94	461	481	495	25	27	18	75	36	35	0	36	46	0	1	2
Non-Economically Disadvantaged	NC	613	44979	NC	0	100	NC	511	525	NC	7	6	NC	23	18	NC	64	66	NC	6	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	18	1312	78094	100	100	99	454	524	545	30	5	3	50	31	18	20	62	77	0	2	2
All Students (Prior Year)	16	1309	74503	100	100	99	423	468	491	21	15	9	50	37	32	29	43	51	0	5	8
Female	NC	654	38025	NC	100	99	NC	535	558	NC	3	2	NC	27	13	NC	69	82	NC	2	2
Male	15	657	40013	100	100	99	460	512	534	22	7	5	56	36	23	22	56	71	0	1	1
African American	NC	193	4037	NC	100	99	NC	524	532	NC	5	4	NC	24	22	NC	70	73	NC	2	1
Hispanic	NC	555	29068	NC	100	99	NC	502	523	NC	7	5	NC	41	27	NC	51	67	NC	0	1
Asian/Pacific Islander	--	49	1743	--	100	100	--	539	577	--	10	2	--	24	9	--	59	82	--	7	8
American Indian/Alaskan Native	NC	94	4981	NC	96	100	NC	510	526	NC	3	4	NC	38	25	NC	59	70	NC	0	0
White	NC	421	38265	NC	100	99	NC	553	564	NC	1	2	NC	20	11	NC	75	84	NC	3	3
Students with Disabilities	NC	162	9275	NC	100	100	NC	430	444	NC	13	14	NC	60	46	NC	27	39	NC	0	1
Students without Disabilities	11	1150	68892	100	100	98	458	537	559	29	4	2	43	27	14	29	67	82	0	2	2
Limited English Proficient Students	NC	226	10084	NC	100	100	NC	459	474	NC	13	10	NC	53	39	NC	34	50	NC	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	11	699	33296	79	96	94	437	507	527	38	7	5	50	40	27	13	53	67	0	0	0
Non-Economically Disadvantaged	NC	613	44871	NC	100	100	NC	542	559	NC	2	2	NC	22	12	NC	73	84	NC	3	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



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	NC	NC	47	53	NC	NC	NA	56	NC	NC	45	51
	Language	NC	NC	38	45	NC	NC	38	48	NC	NC	42	47
	Mathematics	NC	NC	53	62	NC	NC	56	66	NC	NC	46	52
7	Reading	NC	NC	45	51	100	NA	NA	54	100	23	40	50
	Language	NC	NC	47	54	100	29	50	58	100	20	45	52
	Mathematics	NC	NC	46	58	100	26	50	62	100	25	41	50
8	Reading	NC	NC	45	53	100	28	NA	55	100	28	44	51
	Language	NC	NC	38	49	100	19	41	52	100	24	44	50
	Mathematics	NC	NC	48	58	86	32	48	61	100	25	43	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."

Intervention Learning Program

School Site Council

Council Composition

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

Council Duties

- Ü Increase Student Engagement / Achievemen
- Ü Parental Involvement
- Ü School/Business/Community Relations
- Ü Budget Collaboration
- Ü Extracurricular Activities
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	4.00
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	11
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	18%

Resources Available at School Site

Special Facilities

- Ü One to Six Staff - Student Ratio
- Ü Multipurpose Room

Extracurricular Activities

- Ü Service Learning Program
- Ü Guest Speaker Program
- Ü Family Information Night Program
- Ü Student Council
- Ü Enrichment electives

Social Services

- Ü Counseling Services
- Ü Drug Diversion Program
- Ü Parent Workshops
- Ü Breakfast Program

Intervention Learning Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our school is an innovative program for Tempe School District #3 students who would benefit from a smaller environment with fewer transitions and teachers, or for students who cannot attend a regular district school for a period of time.
- ü The ILP received an overall 94 percent satisfaction rating. The school uniform requirement received 100 percent satisfaction rating. Enrollment expanded by a third for the second half of the 2004-05 school year.
- ü The ILP expanded services from 24 students to 36 students.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Transfers Out Rates ⁵	42	12	12	17
Transfers In Rate ⁶	226	28	28	37
Stability Rate ⁷	57	87	87	82
Promotion Rate ⁸	87	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	7	0	1	6
Status Unknown ¹¹	2	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

ILP provides a one-to-six staff to student ratio, with two additional staff to provide any needed supervision on a one-to-one or small group basis. Students are under constant staff supervision while on campus. All students are required to wear uniforms and ride the bus to and from school. The program participates in an anti-bullying program.

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) :

3

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	Sue Clark	(480) 491-8871
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Pam Gorowara	(480) 774-2126
Parent Organization	Andrea Roller / Elizabeth Perez	(480) 491-8871
Student Health/Nurse	Denise Allen / Lolly Boyle	(480) 491-8871

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.