

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

920 S. Vulture Mine Rd., Wickenburg, AZ 85390

Wickenburg Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Not Met

#### School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

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

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.

### School Overview

Principal/Administrator : Mrs. Rose Garcia  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : 9-12  
 Web Address : [www.wickenburg.k12.az.us/Alternative/index.ht](http://www.wickenburg.k12.az.us/Alternative/index.ht)  
 Phone Number : (928) 684-6717  
 Fax Number : (928) 684-6716  
 E-mail : [rgarcia@wickenburg.k12.az.us](mailto:rgarcia@wickenburg.k12.az.us)

### Mission

Our school offers an opportunity to those who are ready to make a commitment to a disciplined learning environment to achieve their educational goals. The school is learner-centered, and offers individual instruction and/or tutoring when needed in an effort to help students learn. We are future focused with an emphasis on opportunity and growth. Our school also encourages volunteerism through several school wide Service Learning projects.

### School / Academic Goals

- ü Our curriculum is aligned to Arizona State Standards, and all work is mastered at 75 percent or above. It is our goal to prepare our students for tomorrow's world by giving them the skills needed to be successful in the future.
- ü Our goal is to encourage students, who might otherwise drop out of school. We develop a Personal Academic Plan for each student, and frequently update & review goals set with the student. Students learn to overcome obstacles and accomplish their goals.
- ü Our Service Learning Program is designed to teach students about planning & implementing a project, learning to work & cooperate with others, and to develop academic and leadership skills as the students work with their peers and the community.
- ü Our school is the Title 1 intervention for grades 9-12 in the Wickenburg Unified School district. We prioritize enrollment based upon student achievement data and strive to remediate needed skills in reading, writing, and math.

### Enrollment

October 1, 2005 School Year Student Enrollment : 46  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Instructional Programs

- Ü Technology-Based Remediation
- Ü Arizona Aligned Curriculum
- Ü NovaNET Computer Instruction
- Ü Independent Study Format
- Ü Individual Tutoring
- Ü Service Learning Programs

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

- 1.Regular home/school communication.
- 2.Setting high academic standards, and alignment of curriculum with state standards.
- 3.Additional help or tutoring after school when necessary.
- 3.Distribution of student handbook, policies, and procedures.
- 4.Developing an individual academic plan for each student, which covers their current credits, graduation plan, career interests, and post high school options.
- 5.Adequate supervision of students, to insure a safe & orderly environment.

### Parents

- 1.Providing support and encouragement in attaining academic, attendance, and behavior standards.
- 2.An enrollment conference is required with parent/guardian before any student can begin school.
- 3.Agreement to our mandatory work sessions, and arrange for students to stay after school each week in order to be caught up with required work.
- 4.Willingness to meet with teachers if student is behind in work in order to create an intervention plan.

## Transportation Policy

District transportation is provided for regular school hours, from 8 a.m. to 3 p.m.  
Activity bus transportation is provided for students needing tutoring after school. The activity bus leaves at 6:00 p.m. from WHS and only transports to central locations, not every regular bus stop.  
Students riding the school bus must adhere to all transportation policies. Transportation is a privilege.

## School Honors

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

Award/Honor	Year
Ü Telephone company scholarship as well as Elks	2005
Ü Culinary Arts Finalist and Recipient of a Scholarship	2003
Ü Senior gave keynote speech at Learn & Serve Conference	2006
Ü 2 Soroptomist Scholarships 2006 (Renewable for 4 Years)	2006

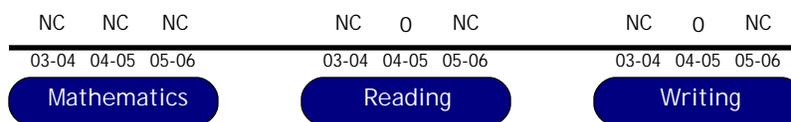
10th Grade

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	NC	151	71130	NC	90	95	NC	713	701	NC	8	23	NC	6	13	NC	74	51	NC	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	67	35465	--	92	96	--	724	702	--	NA	21	--	3	13	--	79	53	--	18	13
Male	NC	84	35648	NC	89	94	NC	705	701	NC	14	24	NC	8	12	NC	69	50	NC	8	14
African American	--	NC	3868	--	NC	95	--	NC	686	--	NC	33	--	NC	17	--	NC	45	--	NC	6
Hispanic	NC	36	25103	NC	84	95	NC	698	685	NC	22	34	NC	14	16	NC	53	45	NC	11	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	NC	113	36075	NC	94	95	NC	718	715	NC	4	12	NC	4	9	NC	80	58	NC	13	21
Students with Disabilities	--	NC	5862	--	NC	71	--	NC	658	--	NC	63	--	NC	15	--	NC	20	--	NC	2
Students without Disabilities	NC	147	65268	NC	100	98	NC	714	705	NC	7	19	NC	6	12	NC	74	54	NC	13	15
Limited English Proficient Students	--	NC	4859	--	NC	93	--	NC	662	--	NC	64	--	NC	15	--	NC	20	--	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	42	22957	--	79	93	--	700	685	--	14	34	--	14	17	--	67	44	--	5	5
Non-Economically Disadvantaged	NC	109	48173	NC	96	96	NC	719	709	NC	6	17	NC	3	11	NC	76	55	NC	16	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	NC	160	73018	NC	95	97	NC	705	703	NC	8	6	NC	13	23	NC	74	64	NC	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	72	36181	--	97	97	--	715	708	--	6	4	--	6	21	--	83	65	--	6	9
Male	NC	88	36816	NC	93	96	NC	696	699	NC	9	7	NC	19	24	NC	66	62	NC	6	7
African American	--	NC	3976	--	NC	96	--	NC	689	--	NC	8	--	NC	29	--	NC	59	--	NC	3
Hispanic	--	40	25801	--	93	96	--	670	683	--	23	10	--	30	34	--	48	53	--	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	NC	4389	--	NC	93	--	NC	675	--	NC	9	--	NC	42	--	NC	47	--	NC	1
White	NC	116	37024	NC	95	97	NC	717	721	NC	3	2	NC	7	12	NC	83	73	NC	8	13
Students with Disabilities	--	14	7170	--	64	85	--	649	654	--	50	23	--	21	47	--	29	29	--	NA	1
Students without Disabilities	NC	146	65848	NC	99	98	NC	710	708	NC	3	4	NC	12	20	NC	78	67	NC	6	9
Limited English Proficient Students	--	11	5099	--	85	95	--	617	641	--	64	29	--	36	59	--	NA	12	--	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	45	23912	--	85	94	--	680	681	--	18	10	--	22	36	--	60	52	--	NA	2
Non-Economically Disadvantaged	NC	115	49106	NC	99	98	NC	714	714	NC	3	4	NC	10	16	NC	79	69	NC	8	11

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	NC	165	72810	NC	98	96	NC	674	685	NC	8	6	NC	33	30	NC	57	58	NC	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	73	36111	--	99	97	--	684	695	--	4	4	--	32	23	--	63	65	--	1	8
Male	NC	92	36678	NC	97	95	NC	665	674	NC	12	9	NC	35	36	NC	52	52	NC	1	3
African American	--	NC	3962	--	NC	96	--	NC	675	--	NC	8	--	NC	33	--	NC	55	--	NC	3
Hispanic	--	42	25735	--	98	96	--	648	669	--	24	10	--	40	41	--	36	48	--	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	NC	4370	--	NC	92	--	NC	670	--	NC	9	--	NC	39	--	NC	50	--	NC	2
White	NC	119	36915	NC	98	97	NC	683	697	NC	3	3	NC	30	21	NC	65	67	NC	2	8
Students with Disabilities	--	18	7071	--	82	84	--	632	634	--	17	24	--	72	53	--	11	21	--	NA	1
Students without Disabilities	NC	147	65739	NC	100	98	NC	679	689	NC	7	4	NC	29	27	NC	63	62	NC	1	6
Limited English Proficient Students	--	13	5046	--	100	94	--	589	621	--	62	31	--	38	56	--	NA	12	--	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	49	23814	--	92	94	--	650	667	--	18	10	--	43	41	--	39	47	--	NA	2
Non-Economically Disadvantaged	NC	116	48996	NC	100	97	NC	683	693	NC	4	4	NC	29	24	NC	65	64	NC	2	7

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 2005-06

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?	Not Evaluated
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	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 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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	NA	42	--	--	52	51	--	--	52	52
	Language	NC	NC	44	42	--	--	48	50	--	--	52	50
	Mathematics	NC	NC	67	63	--	--	55	50	--	--	54	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/](http://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)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 1 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Review Current Curriculum Offerings
- Ü Review Safety & Health Standards
- Ü Review Service Learning School Projects
- Ü Review School Policies & Procedures
- Ü Give Community/Business Input in Goals
- Ü Give Opportunity for All to Help Plan

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.50
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Small Computer Lab in Two Classrooms
- Ü Distance Learning System - NovaNET
- Ü Instructional videos, CD's, DVD's
- Ü Outdoor Classroom - Schoolyard Habitat

Extracurricular Activities

- Ü MINT Internship-Volunteer Activities
- Ü Service Learning Activities
- Ü High School Sports Teams
- Ü Habitat for Humanity Volunteer Team
- Ü Wickenburg Academy Leadership Team

Social Services

- Ü Public Library
- Ü Clothing/Food Banks
- Ü Peer Tutoring
- Ü Volunteer Mentor Program
- Ü Community Action Program Office
- Ü After School Tutoring Program

School Achievements/Accomplishments 2005-06

- ü Our school's #1 accomplishment is the number of seniors that we graduate each year. We have had 22-27 students every year obtain their diplomas. This is our priority, and we are proud of the hard work each student does in order to reach his/her goal.
- ü Our students are competing with high school students on athletic teams, school musicals, stage production activities, and school internships. They also take part in the senior trip, senior picnic, and graduation ceremonies.
- ü Our students finished & dedicated Phase II of our National Wildlife Federation Schoolyard Habitat Site. Students planned, implemented, and recorded materials & time throughout the project. Students also helped build houses for Habitat for Humanity.
- ü Students develop leadership skills, examples are:
  - 5 students presented at school board meetings.
  - 5 students also presented a workshop about our Schoolyard Habitat.
  - One student gave the key note speech at a state Learn & Serve conference.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
	% School			
Attendance Rate <sup>4</sup>	92	95	94	95
Promotion Rate <sup>5</sup>	29	89	88	73
Graduation Rate <sup>6</sup>	51	NA	NA	81

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

Our school has extremely high standards for behavior and academics which make this a focused, serious environment. Students are closely supervised and monitored, and faculty and staff make every effort to ensure each student's well-being and safety. In addition, our student parking lot was enlarged and now includes a gate that we can close for security/safety purposes. Our lunch and break times are completely closed campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 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	Rose Garcia	(928) 684-6715
Transportation Policy	Office	(928) 668-5342
Community Resources	Rosalie Garcia	(928) 684-6715
School Nutrition Programs	Orlando Luevano	(928) 684-6607
Parent Organization		
Student Health/Nurse	Cari Moser	(928) 684-6606

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.

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](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. 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 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.

6 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](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0243 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.