

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

11425 N. Dysart Road, El Mirage, AZ 85335

Dysart Unified District

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

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

#### High School Achievement Profile <sup>(a)</sup>

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

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

### School Overview

Principal/Administrator : Dr. Mary K. Culver  
 Schedule : 7:00 AM to 4:00 PM  
 Grades : 9-12  
 2004 Enrollment : 1364  
 Web Address : www.dysart.org  
 Phone Number : (623) 876-7500  
 Fax Number : (623) 876-7521  
 E-mail : mculver@dysart.org

### Mission

Dysart High School's mission is to do what ever it takes to help students succeed academically, socially, and professionally.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

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

#### School Improvement Status <sup>(b)</sup>

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

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

### School / Academic Goals

- ü 100% of our students will be successful on Arizona's Instrument to Measure Standards (AIMS) prior to their graduation.
- ü Students will improve in academic achievement as demonstrated by increased membership in the Renaissance Program.
- ü Students and staff will form learning communities. Lifelong learning practices will be modeled at all levels of our structure.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1270  
 Accepting New Students in 2004-05 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 79

Instructional Programs

- ü Advanced Placement and Dual Credit
- ü Human/Social Service Careers Program
- ü Comprehensive College Bound Program
- ü Comprehensive Fine/Performing Arts Prg.
- ü Wood Shop/Auto Shop
- ü Teacher Cadet Program
- ü Army JROTC
- ü Health/Environmental Science Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	6/2/2005

Shared Responsibilities

School

It is our responsibility to create and maintain a safe and nurturing environment, in which all students can learn and prosper. We develop and maintain a diverse and rich curriculum that will challenge our students. Best Practices in instruction are continually sought and implimented by our faculty. Assessment is used to drive instruction and provide fair and accurate representation of student achievement.

Parents

Parents are expected to work closely with our faculty and administration, through regular two-way communciation concerning any issues that impact student achievement. Parents should convey the importance of personal accomplishment through academics, athletics, and extra-curricular activities.

Transportation Policy

Regular bus boundaries are East of Reems Road/North of Glendale Avenue/South of Thunderbird Road, and also the area East of Dysart Road, North to Greenway and West of 115th Avenue. All seniors in the Dysart School District for the 2004-2005 school year must attend DHS, and accomodations will be made for their transpartation. Activity buses run at 4:30 and 6:30 p.m.

School Honors

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

Award/Honor	Year
ü National Conf. for Comm. and Justice Humanitarian Award	2002
ü Robert C. Byrd Scholarship (2)	2002
ü Diamond Level Key Club (1999 - 2004)	2004
ü Arizona MESA Central Regional - 2nd Place Overall	2004

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	249	608	65934	100	99	100	469	472	492	71	65	43	18	20	18	9	11	24	2	4	15
All Students (Prior Year)	250	274	57534	63	64	91	473	471	491	66	68	46	18	16	16	13	12	23	4	4	15
Female	128	293	32586	100	98	100	470	471	491	74	69	44	18	21	19	5	7	24	3	3	14
Male	121	313	33226	100	98	99	469	474	493	67	62	42	18	19	18	13	16	24	2	4	16
African American	31	55	3042	100	98	98	465	465	478	77	78	58	16	15	19	6	5	17	0	2	6
Hispanic	135	261	21740	97	96	100	462	463	475	81	80	63	13	13	17	5	6	15	1	2	5
Asian/Pacific Islander	11	18	1643	100	100	99	487	489	519	64	56	23	0	17	13	9	6	30	27	22	34
American Indian/Alaskan Native	NC	NC	4351	NC	NC	99	NC	NC	472	NC	NC	68	NC	NC	16	NC	NC	13	NC	NC	4
White	69	267	34819	100	100	99	481	482	505	49	49	27	33	28	20	16	18	31	1	5	22
Students with Disabilities	23	50	6507	100	94	100	440	442	456	100	98	83	0	0	9	0	0	6	0	2	2
Students without Disabilities	226	558	59427	100	99	100	472	475	494	68	62	41	20	21	19	10	12	25	3	4	16
Limited English Proficient Students	34	71	6793	69	100	100	454	455	464	88	87	79	3	6	11	9	7	8	0	0	2
Migrant Students	NC	NC	708				NC	NC	469	NC	NC	72	NC	NC	15	NC	NC	10	NC	NC	3
Economically Disadvantaged	164	312	18745				466	465	475	76	77	64	18	15	16	5	6	15	2	2	5
Non-Economically Disadvantaged	85	296	47182				476	480	499	61	53	35	19	25	19	16	17	27	4	6	19

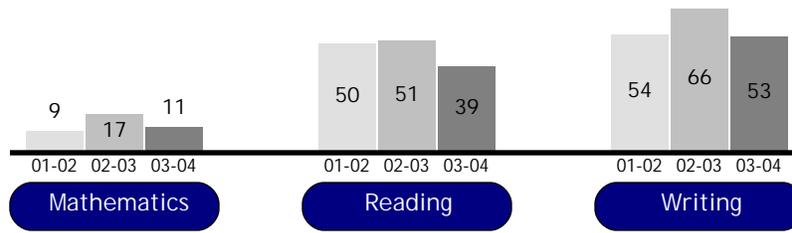
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	255	625	68162	99	99	100	488	492	509	33	28	18	28	29	24	37	41	51	2	3	8
All Students (Prior Year)	249	272	56700	63	64	89	499	497	512	17	20	15	32	32	23	47	45	52	4	3	10
Female	127	294	33509	99	99	100	494	495	513	26	24	15	28	30	23	43	44	52	2	3	9
Male	128	330	34521	98	98	100	482	489	505	39	31	20	27	28	24	31	38	49	2	3	7
African American	33	57	3163	97	98	99	486	483	497	27	32	22	36	35	30	36	33	46	0	0	3
Hispanic	136	266	22624	95	96	100	477	478	487	42	40	32	32	32	31	25	27	35	1	1	2
Asian/Pacific Islander	11	17	1666	100	100	100	496	494	523	27	24	11	27	41	17	36	29	60	9	6	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	69	275	35727	100	100	100	511	509	526	16	14	7	17	23	17	62	57	64	4	6	12
Students with Disabilities	29	63	6845	100	100	100	442	450	468	83	74	53	17	19	29	0	6	18	0	0	1
Students without Disabilities	226	562	61317	97	98	100	494	497	512	26	22	15	29	30	23	42	44	53	3	4	8
Limited English Proficient Students	31	67	7152	62	99	100	461	463	464	65	63	57	19	25	31	16	12	12	0	0	0
Migrant Students	NC	NC	745				NC	NC	469	NC	NC	51	NC	NC	31	NC	NC	17	NC	NC	1
Economically Disadvantaged	168	323	19528				483	483	487	36	35	31	33	33	32	28	30	34	3	2	2
Non-Economically Disadvantaged	87	302	48595				497	502	518	25	19	13	18	24	20	55	52	57	1	4	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	255	624	67629	99	99	100	503	507	524	30	27	22	17	16	16	52	56	59	1	1	3
All Students (Prior Year)	325	325	55090	82	76	87	461	461	479	22	22	16	12	12	13	66	66	70	0	0	0
Female	128	295	33347	100	99	100	528	524	537	20	21	17	16	14	15	63	63	64	2	1	4
Male	127	328	34151	98	98	99	477	492	512	40	32	27	18	17	18	42	50	54	0	0	2
African American	34	58	3150	100	100	99	525	513	515	15	19	24	32	26	19	50	53	56	3	2	2
Hispanic	136	266	22313	95	96	100	485	484	493	40	38	34	12	14	19	48	48	46	0	0	1
Asian/Pacific Islander	11	17	1659	100	100	100	521	510	564	18	18	11	18	24	12	64	59	68	0	0	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	69	274	35593	100	99	99	526	529	547	17	18	13	20	14	14	61	67	69	1	1	4
Students with Disabilities	26	60	6712	100	100	100	395	414	445	85	69	61	15	15	18	0	15	21	0	0	0
Students without Disabilities	229	564	60917	98	98	100	515	517	530	24	23	19	17	16	16	58	61	61	1	1	3
Limited English Proficient Students	30	65	6994	60	96	100	455	454	442	47	54	58	20	18	18	33	28	23	0	0	0
Migrant Students	NC	NC	732				NC	NC	466	NC	NC	44	NC	NC	23	NC	NC	33	NC	NC	0
Economically Disadvantaged	169	322	19310				497	493	489	32	33	35	16	17	20	51	50	44	1	0	1
Non-Economically Disadvantaged	86	302	48278				514	523	538	26	21	17	20	15	15	53	64	65	1	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)

10th 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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	21	21	37	96	26	26	41	89	24	NA	42
	Language	100	23	23	38	99	26	26	42	89	24	29	42
	Mathematics	100	40	40	56	98	42	42	60	87	46	44	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- ü School Improvement
- ü Student Achievement
- ü School Safety and Student Discipline
- ü Maintaining the School Mission and Goals
- ü School Community Relations
- ü North Central Association Accreditation

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	70.00
Other Professional Staff	10.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	3	0	0
4 to 6 years	7	2	0	0
7 to 9 years	7	6	0	0
10 or more years	13	17	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 48  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 72  
 Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

- ü IMC, Gym, Cafeteria under construction
- ü 4 Open Computer Labs
- ü New Fine/Performing Arts building
- ü Child Development Center

Extracurricular Activities

- ü Key Club
- ü Future Teachers of America
- ü Music/Band/Drama/Choir
- ü JROTC Army
- ü Mens and Womens Athletics
- ü Chess Club
- ü Criminal Justice Club
- ü Many More Clubs

Social Services

- ü Breakfast and Lunch programs
- ü Counseling Services
- ü Health Services
- ü Job Placement Services
- ü Teen Parenting Program
- ü Referrals

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Our Key Club was recognized as the top Key Club Internationally dealing with Partners in Service, and was awarded the Diamond Level Distinguished Key Club Award for community service. It has been one of the top 4 Key Clubs Internationally since 1990.
- ü Our students demonstrated improvement in academic achievement through an increase in their participation in our Renaissance Program. The program recognizes students who consistently do well in school and maintain membership on our Honor Roll.
- ü Our MESA placed 4th overall in the state of Arizona, with a first place showing in University Poster, several 2nd place showings, and a 5th and 6th place showing.
- ü Dysart High School chartered the first National Society of Black Engineers (NSBE) in the state of Arizona last year.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	97	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	56			77

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

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

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

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

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

School Safety

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

Dysart High School has a full complement of security personnel. We hold regular fire and lock-down drills, inservice staff on topics related to health and safety, and maintain current school safety and emergency policies and practices.

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

33

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Dr. Mary K. Culver	(623) 876-7502
Transportation Policy	John Heckadon	(623) 876-7030
Community Resources	Maria Ruiz	(623) 876-7066
School Nutrition Programs	Dan Moore	(623) 876-7075
Parent Organization	Ernie Molina	(623) 876-7527
Student Health/Nurse	June Graeber	(623) 876-7504

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

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Total cost of printing: 12 Pages X .0318 Per page X 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.