

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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>

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

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

### School Overview

Principal/Administrator : Ms. Kathleen Vogt  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : 9-12  
 2005 Enrollment : 1549  
 Web Address : www.dysart.org  
 Phone Number : (623) 876-7500  
 Fax Number : (623) 876-7572  
 E-mail : kvogt@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>

2004-05	Met
2003-04	Met
2002-03	Met

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

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 100% of our students will be successful on Arizona's Instrument to Measure Standards (AIMS) in Reading, Writing and Mathematics.
- ü All students will participate in extracurricular programs that increase academic achievement.
- ü The learning community at Dysart High School will work together to create a safe and orderly environment to maximize student achievement.

### Enrollment

October 1, 2004 School Year Student Enrollment : 1362  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 175

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

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

It is the responsibility of Dysart High School to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State’s student academic achievement standards. Highly certified teachers are provided as our students’ teachers. Best Practices in instruction are continually sought and implemented by our faculty. Assessment is used to drive instruction differentiate instruction to maximize student learning.

Parents

We ask that the parents of our students

- Monitor attendance.
- Make sure that homework is completed.
- Monitor amount of television their children watch.
- Volunteer if possible
- Participate, as appropriate, in decisions relating to your student’s education.
- Promote positive use of your student’s extracurricular time.
- Stay informed about your student’s education and communicate with the school by promptly reading all notices from the school or the school district.

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. 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 MESA 4th in AZ Engineering Competition	2005
ü Student with 800 math SAT score	2005
ü Diamond Level Key Club (1999 - 2005)	2005
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	314	891	69846	99	100	100	669	681	699	41	30	21	21	17	11	35	47	49	3	6	18
All Students (Prior Year)	249	608	65934	100	99	100	469	472	492	71	65	43	18	20	18	9	11	24	2	4	15
Female	163	439	34328	100	100	99	675	685	702	38	27	19	22	17	12	35	48	51	4	8	18
Male	151	450	35509	99	100	100	662	677	696	43	34	23	20	17	11	35	45	48	2	5	18
African American	39	83	3535	100	100	100	680	682	677	43	41	31	13	14	15	40	42	46	3	3	8
Hispanic	184	308	23363	100	100	100	664	666	680	42	39	32	23	20	16	35	40	45	1	1	7
Asian/Pacific Islander	NC	20	1742	NC	95	99	NC	696	733	NC	29	8	NC	24	7	NC	35	46	NC	12	38
American Indian/Alaskan Native	NC	11	4785	NC	100	100	NC	686	671	NC	30	39	NC	20	17	NC	40	39	NC	10	5
White	81	469	36421	98	100	99	675	690	714	35	22	12	19	15	8	37	53	54	8	10	26
Students with Disabilities	40	92	7690	93	99	100	573	582	593	84	77	64	9	9	14	6	13	21	0	0	2
Students without Disabilities	274	799	62220	100	100	99	682	692	712	34	25	16	23	18	11	39	50	53	4	7	20
Limited English Proficient Students	45	70	5834	100	100	100	625	609	612	61	63	46	21	18	20	18	20	31	0	0	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	212	414	21421	95	96	92	674	680	686	42	37	35	21	17	15	34	41	43	2	5	7
Non-Economically Disadvantaged	102	477	48489	100	100	100	656	682	704	37	24	15	21	17	10	37	52	52	5	8	23

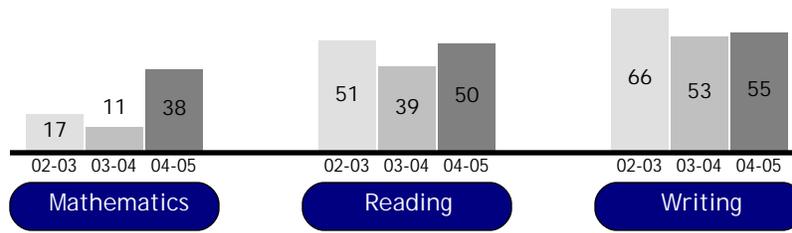
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	315	889	71311	98	100	100	664	683	694	17	10	7	34	25	21	48	61	63	2	4	9
All Students (Prior Year)	255	625	68162	99	99	100	488	492	509	33	28	18	28	29	24	37	41	51	2	3	8
Female	162	442	34899	98	100	100	671	691	700	11	7	5	30	21	19	59	67	66	1	5	10
Male	153	447	36430	97	99	100	655	675	688	23	13	9	39	29	22	35	54	61	2	3	8
African American	34	76	3573	92	96	100	678	684	676	7	12	9	31	24	26	62	63	60	0	1	4
Hispanic	188	320	24056	98	100	100	659	664	672	16	13	13	38	36	31	45	49	53	1	2	3
Asian/Pacific Islander	NC	19	1731	NC	95	98	NC	702	717	NC	12	3	NC	24	13	NC	53	68	NC	12	16
American Indian/Alaskan Native	NC	13	5110	NC	100	100	NC	685	661	NC	27	14	NC	18	38	NC	45	46	NC	9	2
White	82	461	36841	99	100	99	669	695	713	17	7	3	27	19	12	51	69	72	5	6	13
Students with Disabilities	41	92	8021	93	100	100	568	575	590	56	40	27	38	48	42	6	13	29	0	0	1
Students without Disabilities	274	798	63379	98	100	100	678	696	707	11	7	5	34	23	18	54	66	68	2	5	10
Limited English Proficient Students	44	74	6402	100	100	100	607	599	596	31	28	25	49	48	44	20	24	30	0	0	1
Migrant Students	NC	NC	548	NC	NC	NA	NC	NC	659	NC	NC	26	NC	NC	36	NC	NC	38	NC	NC	0
Economically Disadvantaged	212	418	22243	93	97	93	668	678	677	17	14	14	37	32	32	45	52	51	1	2	3
Non-Economically Disadvantaged	103	472	49157	100	100	100	653	688	702	16	6	4	27	19	16	53	69	69	4	6	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	316	880	70868	98	100	100	662	678	688	11	7	5	34	28	23	54	62	63	1	4	9
All Students (Prior Year)	255	624	67629	99	99	100	503	507	524	30	27	22	17	16	16	52	56	59	1	1	3
Female	162	437	34710	98	100	99	677	689	697	6	4	3	25	20	19	67	71	66	2	6	12
Male	154	443	36176	97	98	100	645	666	678	17	10	7	44	36	27	38	53	59	0	1	7
African American	34	77	3557	92	97	99	690	693	675	7	6	7	10	15	25	83	75	62	0	4	6
Hispanic	188	314	23868	98	100	100	659	661	670	10	9	9	38	37	33	52	53	55	0	1	4
Asian/Pacific Islander	NC	20	1732	NC	100	98	NC	692	713	NC	6	2	NC	28	12	NC	67	64	NC	0	22
American Indian/Alaskan Native	NC	14	5001	NC	100	100	NC	673	661	NC	8	9	NC	25	41	NC	67	48	NC	0	2
White	82	455	36710	99	98	99	657	687	702	14	5	2	37	24	15	44	66	69	5	5	13
Students with Disabilities	42	91	7900	95	99	100	556	567	580	40	34	22	49	47	49	9	18	28	3	1	1
Students without Disabilities	274	790	63054	98	100	99	678	691	701	7	4	3	32	25	20	60	67	67	1	4	10
Limited English Proficient Students	44	73	6308	100	100	100	605	595	591	20	19	19	49	49	47	29	30	33	2	1	1
Migrant Students	NC	NC	540	NC	NC	NA	NC	NC	658	NC	NC	16	NC	NC	42	NC	NC	41	NC	NC	1
Economically Disadvantaged	212	417	21994	93	97	92	667	673	673	12	9	10	35	34	36	53	54	52	1	2	3
Non-Economically Disadvantaged	104	464	48960	100	100	100	651	683	694	10	4	3	33	22	18	55	69	67	2	5	12

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.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	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 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
9	Reading	96	26	26	41	89	24	NA	42	97	42	--	51
	Language	99	26	26	42	89	24	29	42	97	40	--	50
	Mathematics	98	42	42	60	87	46	44	63	97	37	--	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)
- 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 Communication with Community

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	84.00
Other Professional Staff	9.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	1	0
4 to 6 years	16	2	0	0
7 to 9 years	9	6	0	0
10 or more years	15	13	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	299
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü New Media Center
- 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 National Honor Society
- Ü Criminal Justice Club
- Ü Ambassador Club

Social Services

- Ü Breakfast and Lunch programs
- Ü Counseling Services
- Ü Health Services
- Ü Job Placement Services
- Ü Teen Parenting Program
- Ü Gear Up Program
- Ü Peer Mediation
- Ü Tutoring

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	19	12	12	17
Transfers In Rate <sup>6</sup>	37	28	28	37
Stability Rate <sup>7</sup>	80	87	87	82
Promotion Rate <sup>8</sup>	90	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	3	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	58	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

Dysart High School implements on a consistent basis the Student Rights and Responsibilities Policies adopted by our Governing Board. Additional inclusions for this year include a strict dress code, procedure for electronic devices, and an ID card procedure. We have a closed campus where students stay on campus during lunch. The emphasis is on respecting self and others and school pride campus wide. All staff members take ownership of the campus.

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) :

5
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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	Mrs. Kathy Vogt	(623) 876-7501
Transportation Policy	John Heckadon	(623) 876-7030
Community Resources	Maria Ruiz	(623) 876-7066
School Nutrition Programs	Luis Venavidez	(623) 876-7075
Parent Organization	Mrs. Kathy Vogt	(623) 876-7501
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.

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 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](http://www.ade.az.gov/researchpolicy/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.