

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1001 E. Knox Road, Tempe, AZ 85284

Tempe Union High 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 LEARNS<sup>1</sup>

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

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

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

### 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 Overview

Principal/Administrator : Mr. James T. Denton  
 Schedule : 07:15 AM to 03:45 PM  
 Grades : 9-12  
 2005 Enrollment : 2780  
 Web Address : Webmaster.cds@tuhsd.k12.az.us  
 Phone Number : (480) 752-8888  
 Fax Number : (480) 820-3632  
 E-mail : jdenton.cds@tuhsd.k12.az.us

### Mission

The Corona del Sol community is committed to educational excellence and to the development of honorable, contributing members of society.

### School / Academic Goals

- ü Each student will demonstrate improvement in analyzing written material after interventions have been implemented across the curriculum.
- ü Each student will demonstrate improvement in problem solving after interventions have been implemented across the curriculum.
- ü Each student will demonstrate ownership of their actions and recognize how their actions affect all areas of their life, including their peers, Corona del Sol, and the greater community.

### Enrollment

October 1, 2004 School Year Student Enrollment : 2819  
 Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2004-05 : 89

## Instructional Programs

- Ü Comprehensive High School Curriculum
- Ü Advanced Placement
- Ü Honors Program
- Ü Gifted Education
- Ü Special Education Program
- Ü Vocational Education Programs
- Ü School-to Work
- Ü ESL

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 46 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

Provide a safe environment and a positive academic climate; maintain extracurricular activities and athletics; foster parent communication; report grades, attendance and concerns; manage records and distribute relevant information.

### Parents

Provide for physical and emotional needs; support student attendance, behavioral codes, academic and extracurricular efforts; offer guidance in the areas of homework, credits and registration; support student/staff/school efforts and expectations.

## Transportation Policy

Transportation to and from school, or to and from school activities, will be in district-owned and operated vehicles or in approved common carriers. Transportation will be provided to students who live beyond a two-mile radius of the school in their attendance zone.

## School Honors

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

Award/Honor	Year
Ü Sixty-Six Advanced Placement Scholars	2005
Ü National Merit Scholars (15)	2005
Ü Flynn Scholar	2004
Ü Western Region Finalist Siemens Westinghouse Award (2)	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	652	3259	69846	100	100	100	733	717	699	5	10	21	6	9	11	53	53	49	35	27	18
All Students (Prior Year)	721	3271	65934	99	99	100	516	509	492	15	24	43	18	19	18	38	31	24	29	25	15
Female	316	1634	34328	100	100	99	735	720	702	5	9	19	6	9	12	53	55	51	37	27	18
Male	336	1624	35509	99	100	100	730	714	696	6	12	23	6	8	11	54	51	48	34	28	18
African American	18	306	3535	95	100	100	726	692	677	0	21	31	7	19	15	71	51	46	21	10	8
Hispanic	69	677	23363	100	100	100	702	695	680	22	18	32	16	15	16	45	56	45	16	11	7
Asian/Pacific Islander	54	194	1742	98	99	99	773	742	733	0	4	8	4	5	7	26	38	46	70	54	38
American Indian/Alaskan Native	NC	113	4785	NC	100	100	NC	677	671	NC	24	39	NC	14	17	NC	54	39	NC	7	5
White	504	1969	36421	100	100	99	732	727	714	4	6	12	5	5	8	57	54	54	34	34	26
Students with Disabilities	48	301	7690	100	100	100	649	601	593	51	57	64	24	17	14	24	24	21	0	3	2
Students without Disabilities	604	2958	62220	100	100	99	739	728	712	2	6	16	5	8	11	55	56	53	38	30	20
Limited English Proficient Students	NC	111	5834	NC	100	100	NC	545	612	NC	35	46	NC	22	20	NC	38	31	NC	5	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	NC	21421	--	NC	92	--	NC	686	--	NC	35	--	NC	15	--	NC	43	--	NC	7
Non-Economically Disadvantaged	652	3256	48489	100	100	100	733	717	704	5	10	15	6	9	10	53	53	52	35	27	23

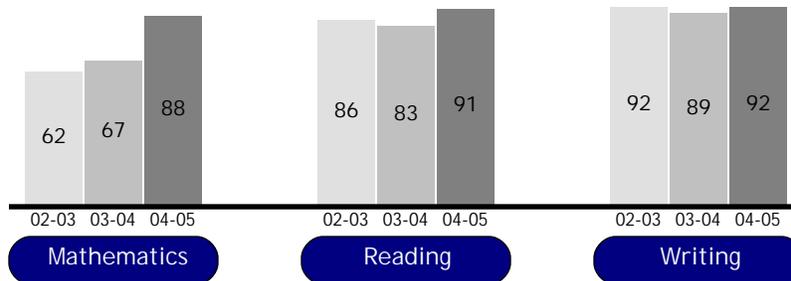
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	655	3282	71311	100	100	100	730	713	694	2	4	7	7	13	21	71	69	63	20	14	9
All Students (Prior Year)	735	3339	68162	99	99	100	537	529	509	3	7	18	13	17	24	66	63	51	17	14	8
Female	315	1639	34899	99	100	100	736	719	700	1	3	5	8	11	19	67	72	66	24	15	10
Male	340	1644	36430	100	100	100	725	708	688	3	5	9	6	15	22	75	67	61	16	14	8
African American	19	312	3573	95	100	100	729	691	676	0	6	9	13	19	26	67	69	60	20	5	4
Hispanic	70	685	24056	100	100	100	698	689	672	6	8	13	24	24	31	65	63	53	6	5	3
Asian/Pacific Islander	55	196	1731	100	99	98	761	723	717	2	3	3	0	9	13	47	62	68	51	27	16
American Indian/Alaskan Native	NC	115	5110	NC	100	100	NC	671	661	NC	15	14	NC	27	38	NC	55	46	NC	3	2
White	504	1974	36841	100	100	99	731	726	713	2	1	3	5	7	12	75	73	72	18	18	13
Students with Disabilities	49	309	8021	100	100	100	646	599	590	21	23	27	36	43	42	43	33	29	0	1	1
Students without Disabilities	606	2977	63379	100	100	100	737	725	707	1	2	5	5	10	18	73	73	68	21	16	10
Limited English Proficient Students	NC	112	6402	NC	100	100	NC	526	596	NC	23	25	NC	41	44	NC	36	30	NC	1	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	NC	22243	--	NC	93	--	NC	677	--	NC	14	--	NC	32	--	NC	51	--	NC	3
Non-Economically Disadvantaged	655	3283	49157	100	100	100	730	713	702	2	4	4	7	13	16	71	69	69	20	14	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	657	3280	70868	100	100	100	720	705	688	1	2	5	7	14	23	73	71	63	19	13	9
All Students (Prior Year)	730	3322	67629	98	99	100	569	554	524	4	10	22	8	11	16	84	76	59	5	4	3
Female	316	1635	34710	100	100	99	728	713	697	1	1	3	3	10	19	73	73	66	24	15	12
Male	341	1646	36176	100	100	100	714	697	678	1	3	7	11	18	27	74	70	59	15	10	7
African American	19	309	3557	95	100	99	727	689	675	0	4	7	0	27	25	87	64	62	13	5	6
Hispanic	71	685	23868	100	100	100	700	689	670	4	4	9	23	23	33	61	67	55	12	6	4
Asian/Pacific Islander	55	196	1732	100	99	98	735	715	713	2	2	2	0	6	12	62	64	64	36	27	22
American Indian/Alaskan Native	NC	117	5001	NC	100	100	NC	670	661	NC	7	9	NC	33	41	NC	59	48	NC	1	2
White	505	1973	36710	100	99	99	722	713	702	0	1	2	6	9	15	75	75	69	19	15	13
Students with Disabilities	49	310	7900	100	100	100	651	596	580	9	16	22	47	48	49	45	36	28	0	1	1
Students without Disabilities	608	2974	63054	100	99	99	726	716	701	0	1	3	4	11	20	75	75	67	21	14	10
Limited English Proficient Students	NC	109	6308	NC	100	100	NC	526	591	NC	14	19	NC	45	47	NC	39	33	NC	2	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	NC	21994	--	NC	92	--	NC	673	--	NC	10	--	NC	36	--	NC	52	--	NC	3
Non-Economically Disadvantaged	657	3281	48960	100	100	100	720	705	694	1	2	3	7	14	18	73	71	67	19	13	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	97	59	51	41	96	61	NA	42	98	68	62	51
	Language	98	57	49	42	97	59	51	42	98	66	59	50
	Mathematics	98	80	72	60	97	84	75	63	98	67	60	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

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

Council Duties

- Ü School Safety Issues
- Ü Curriculum/Instructional Issues
- Ü Boundary Issues
- Ü School Community Relations
- Ü School Improvement and Data Collection
- Ü Tax Credit Revenues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	120.10
Other Professional Staff	18.00	Teacher Aide	14.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	5	0	0
4 to 6 years	13	5	0	0
7 to 9 years	3	13	0	0
10 or more years	18	62	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	483
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- Ü Computer Labs (18)/Library
- Ü Auditorium and Performing Arts Center
- Ü Gyms (2)/Dance Rooms (2)/Fitness Center
- Ü Child Care Lab and Green House

Extracurricular Activities

- Ü Performing Arts (Drama and Dance)
- Ü National Honor Society
- Ü Band, Choir and Orchestra
- Ü Vocational Education/Academic Clubs
- Ü Interscholastic Sports
- Ü Pom and Cheer
- Ü Student Government Organizations
- Ü Various Special Interest Clubs

Social Services

- Ü Academic Guidance/Counseling Services
- Ü Officer Liaison
- Ü Part-Time Social Worker
- Ü Drop Out Prevention
- Ü Support Groups/Crisis Intervention
- Ü Prenatal/Parenting Assistance
- Ü Health Services
- Ü Preschool Laboratory

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The School Improvement Team implemented math and reading interventions during the 2004-05 school year.
  
- ü The School Improvement Team facilitated implementation and documentation of the school-adopted Honor Code (Emphasis: Academic Integrity) through the use of technology (e.g. TV production, surveys, etc.).
  
- ü The School Improvement Committee gathered data/documentation reflecting implementation of school/academic goals.
  
- ü The School Improvement Committee orchestrated a successful external team visitation for NCA and demonstrated competence within CdS's current cycle.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	4	12	12	17
Transfers In Rate <sup>6</sup>	5	28	28	37
Stability Rate <sup>7</sup>	95	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	98	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

Learning time is uninterrupted. The campus is a closed campus. An officer liaison is on staff. Security personnel cover gates, parking and the interior of the campus. A 24-hour surveillance system is in place. Emergency procedures have been established and are practiced. Dress code, drug, alcohol, smoking, harassment and discrimination policies are followed.

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) :

38
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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	Mr. James T. Denton	(480) 752-8861
Transportation Policy	Mr. Rudy Hernandez	(480) 345-3781
Community Resources	Mrs. Lydia L. Denne	(480) 752-8763
School Nutrition Programs	Mr. Rick Griffith	(480) 345-3724
Parent Organization	Mrs. Beth Swift	(480) 752-8768
Student Health/Nurse	Mrs. Pat Shriner	(480) 752-8785

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."

ACHIEVEMENT PROFILES

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 100 Copies = \$38.00

\*\* 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.