

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

17667 N. 91st Ave., Peoria, AZ 85382

Skyline Technical High School

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

AZ LEARNS¹

High School Achievement Profile (a)

2004-05	Performing
2003-04	Underperforming
2002-03	New School

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

School Overview

Principal/Administrator : Mr. Brian Shipman
 Schedule : 07:30 AM to 04:30 PM
 Grades : 9-12
 2005 Enrollment : 181
 Web Address : www.SkylineWest.com
 Phone Number : (623) 875-3175
 Fax Number : (623) 875-9261
 E-mail : skylinewest@skylineths.com

Mission

Skyline West Prep School has a mission to provide excellent and responsive educational services to families and students who seek college preparation and professional career preparation experience, or who seek other postsecondary educational opportunities. All students are prepared for life and community participation through programs that develop character and enrich them technically, socially and intellectually.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

School / Academic Goals

- ü To prepare students not only academically but holistically for post post-secondary opportunities and productive careers through skills learned in the classroom, clubs, extracurricular activities and a work exploration program.
- ü To provide for students' discovery of math and science through inquiry, technology and hands-on activities related to their everyday tasks and activities.
- ü To develop each student's communication and critical thinking skills through public presentations, writing exercises, simulations, research, group discussions, problem solving and community resources.

Enrollment

October 1, 2004 School Year Student Enrollment : 217
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 45

Instructional Programs

- ü Instr. Based on AZ State HS Standards
- ü Technology Integrated Classes/Resources
- ü Web Design, Visual Arts, Business
- ü AP Programs
- ü School-to-Work Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Our responsibility is to provide parents with communication via e-mail, mail, phone and meetings, about the progress of their students and to provide students with academic and career goal advising. We distribute policies and procedures, provide a Site Council, Student Council, extracurricular activities and opportunities for parents to be involved in their student's education. We are also responsible to provide a safe and respectful learning environment.

Parents

Our parents have a responsibility to ensure that students attend school regularly and on time, read a minimum of 1 hr/day, be involved in student career plans and goals, support school policies and procedures including behavior and dress code, provide supplies needed for class and provide transportation.

Transportation Policy

SWPS provides some transportation routes utilizing yellow school buses and school vans. Students must wear seatbelts at all times while riding on school transportation. Students must sign and abide by written school policies before riding on school transportation. School transportation is an extension of the school; all school policies are in effect.

School Honors

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

Award/Honor	Year
ü Principal's Honor Roll (4.0 GPA)	2001
ü Eagle's Honor Roll (3.6 GPA)	2001
ü National Honor Society Membership	2003
ü Paskiewicz and Rumbach Memorial Scholarships	2001

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	48	86	69846	76	86	100	677	674	699	35	40	21	23	16	11	42	44	49	0	0	18
All Students (Prior Year)	43	69	65934	100	100	100	452	453	492	86	87	43	7	6	18	7	7	24	0	0	15
Female	25	44	34328	86	92	99	682	674	702	27	39	19	27	19	12	47	42	51	0	0	18
Male	23	42	35509	68	81	100	672	674	696	45	42	23	18	13	11	36	46	48	0	0	18
African American	--	NC	3535	--	NC	100	--	NC	677	--	NC	31	--	NC	15	--	NC	46	--	NC	8
Hispanic	12	13	23363	100	100	100	685	685	680	40	33	32	0	0	16	60	67	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	22	4785	--	88	100	--	661	671	--	58	39	--	11	17	--	32	39	--	0	5
White	36	49	36421	72	79	99	676	679	714	33	31	12	29	24	8	38	45	54	0	0	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	45	78	62220	75	85	99	681	673	712	29	42	16	25	19	11	46	40	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	11	21421	NC	61	92	NC	643	686	NC	86	35	NC	0	15	NC	14	43	NC	0	7
Non-Economically Disadvantaged	42	75	48489	82	91	100	681	678	704	29	33	15	25	19	10	46	48	52	0	0	23

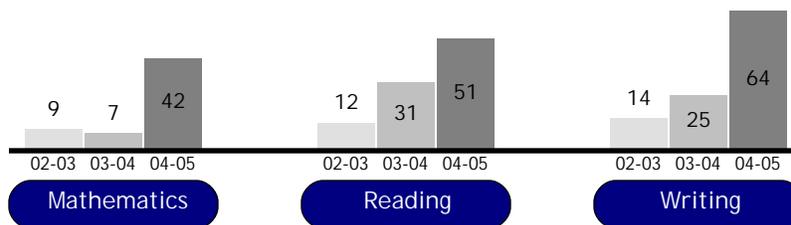
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	84	71311	85	91	100	677	676	694	9	11	7	39	37	21	48	51	63	3	2	9
All Students (Prior Year)	45	74	68162	100	100	100	476	469	509	44	51	18	24	24	24	31	24	51	0	0	8
Female	17	34	34899	77	87	100	674	677	700	21	17	5	29	30	19	43	50	66	7	3	10
Male	30	50	36430	91	94	100	679	675	688	0	6	9	47	42	22	53	52	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	11	12	24056	100	100	100	671	675	672	0	0	13	67	60	31	33	40	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	22	5110	--	92	100	--	669	661	--	15	14	--	35	38	--	50	46	--	0	2
White	35	47	36841	76	81	99	683	684	713	9	10	3	30	29	12	57	58	72	4	3	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	45	78	63379	87	92	100	680	675	707	6	11	5	39	39	18	52	49	68	3	2	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	13	22243	NC	76	93	NC	680	677	NC	10	14	NC	40	32	NC	50	51	NC	0	3
Non-Economically Disadvantaged	41	71	49157	91	95	100	676	675	702	10	11	4	38	36	16	48	51	69	3	2	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	46	83	70868	84	90	100	684	669	688	0	7	5	35	48	23	61	44	63	3	2	9
All Students (Prior Year)	44	72	67629	100	100	100	460	442	524	50	57	22	25	22	16	25	21	59	0	0	3
Female	18	35	34710	82	90	99	697	678	697	0	0	3	21	47	19	71	50	66	7	3	12
Male	28	48	36176	85	91	100	674	660	678	0	13	7	47	48	27	53	39	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	10	11	23868	100	100	100	681	689	670	0	0	9	25	22	33	75	78	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	22	5001	--	92	100	--	641	661	--	15	9	--	75	41	--	10	48	--	0	2
White	35	47	36710	76	81	99	688	684	702	0	3	2	36	33	15	59	60	69	5	3	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	44	77	63054	85	91	99	685	670	701	0	5	3	34	47	20	62	45	67	3	2	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	13	21994	NC	76	92	NC	662	673	NC	0	10	NC	70	36	NC	30	52	NC	0	3
Non-Economically Disadvantaged	40	70	48960	89	93	100	685	671	694	0	8	3	33	43	18	63	47	67	4	2	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?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	39	28	41	67	33	NA	42	96	29	29	51
	Language	100	33	21	42	63	31	19	42	96	23	24	50
	Mathematics	100	49	35	60	67	47	35	63	96	23	23	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/

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

Council Duties

- Ü Instructional Programs
- Ü School Improvement
- Ü Fundraising and Scholarships
- Ü Sports Programs
- Ü Technology/ Business/Community Resources
- Ü School Safety/Transportation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.50	Teacher	8.00
Other Professional Staff	1.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- Ü Technology and Science Labs
- Ü Internet Connections in Each Classroom
- Ü Green House
- Ü Large Multipurpose room

Extracurricular Activities

- Ü Interscholastic and intramural athletics
- Ü Student Government
- Ü Computer Club
- Ü National Honor Society Membership
- Ü Multi-Cultural Club
- Ü Yearbook
- Ü Prom

Social Services

- Ü World Organization of Webmasters
- Ü Skyline Tech HS (East Campus)
- Ü Parent/Student Guidance/Resource Center
- Ü Educational Workshops Inc.

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Received connectivity grant in 2001 for internet. For 2005-06 all classes have computers with T1 internet connection which provides research and technology integrated classes. Blade technology provides Inet and programs to 20 computer in lab.
- ü SWPS has received a Federal Stimulus Grant to provide curriculum and educational resources to the school. Grant has provided teachers with tools to teach to Arizona Standards and has provided computers for each classroom.
- ü Skyline West Prep School graduated 65 senior in 2005, and had 7 students in National Honor Society. The first interscholastic sports programs were started in '04/'05, including boy's basketball, girls softball, and boy's and girls soccer.
- ü In Nov. 2004, Skyline West had its first Paskiewicz Memorial Golf Tournament which raises scholarship funds for graduating seniors in memory of one of the original founders. The fund has given over \$5000 in scholarships in the past 5 years.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	87	95	94	95
Transfers Out Rates ⁵	47	12	12	17
Transfers In Rate ⁶	85	28	28	37
Stability Rate ⁷	52	87	87	82
Promotion Rate ⁸	59	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	29	0	1	6
Status Unknown ¹¹	16	0	1	4
Graduation Rate ¹²	76	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

SWPS is a closed campus, students cannot leave without permission. SWPS provides a drug-free/tobacco-free environment. Lots and entrances/exits are monitored before and after school and during the breaks. School meets all fire/health codes. School communicates with surrounding businesses to assure community satisfaction. Participates in www.alertrecall.com

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

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

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mr. Brian Shipman	(928) 875-3175
Transportation Policy	Mr. Jim Henley	(623) 875-3175
Community Resources	Ms. Addidson Shipman	(623) 875-3175
School Nutrition Programs	Mrs. Joyce Waseman	(623) 875-3175
Parent Organization	Mr. Brian Shipman	(623) 875-3175
Student Health/Nurse	Mrs. Kim Gustufson	(623) 875-3175

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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** 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.