

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

26716 N. High Desert Dr., Peoria, AZ 85383

Deer Valley 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Highly Performing
2004-05	N/A
2003-04	N/A

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

School Overview

Principal/Administrator : Dr. Linda Price-Barry
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-7
 Web Address : dvusd.org
 Phone Number : (623) 376-5000
 Fax Number : (623) 376-5080
 E-mail : linda.price-barry@ww.dvusd.org

Mission

Our Mission at West Wing is to provide a safe, nurturing, and enriching environment where students, as well as staff, are continually challenged to look within for the strength and desire to meet and surpass academic expectations. With the support of the entire West Wing staff, our students will achieve high academic success, build strong character, and develop respect and acceptance of the diversity of others.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	N/A
2003-04	N/A

School Improvement Status (b)

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

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

School / Academic Goals

- ü Community Building: West Wing is new school this year, and we will be working hard to create a learning environment that involves students, teachers, parents, as well as other members of our community.
- ü Raising Expectations: Student expectations for success will be supported by school programs that meet the diverse academic needs of all students in reading, writing, and math.

Enrollment

October 1, 2005 School Year Student Enrollment : 348
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 7

Instructional Programs

- Gifted Program (SAGE)
- Reading Intervention Program
- Onsite SPED Program (K-7)
- English Language Learner Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

West Wing teachers will provide a safe and enriching learning environment for their students. West Wing teachers will have high expectations for student growth and achievement. Classroom instruction will be differentiated to provide learning opportunities for ALL students.

Parents

We at West Wing see our students' parents as partners. We understand that parents are their child's first and most important teacher. We encourage parents to be involved in their child's education, and we encourage parents to send their children to school ready to learn.

Transportation Policy

Bus transportation is provided based on specific guidelines. Bus drivers are expected to provide safe and orderly transportation to and from school.

School Honors

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

Award/Honor

Year

3rd 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	46	2658	80010	96	99	99	470	460	447	4	5	10	11	11	18	54	61	53	30	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	1252	38935	96	99	99	468	458	447	NA	4	9	17	12	19	54	63	55	29	21	17
Male	22	1406	40974	96	99	98	471	462	448	9	5	11	5	11	18	55	59	52	32	25	19
African American	NC	84	4201	NC	99	99	NC	439	430	NC	11	17	NC	21	23	NC	60	51	NC	8	9
Hispanic	NC	406	34545	NC	97	99	NC	441	432	NC	11	14	NC	19	24	NC	57	53	NC	14	9
Asian/Pacific Islander	--	97	2068	--	100	99	--	473	474	--	2	4	--	8	10	--	55	50	--	35	36
American Indian/Alaskan Native	--	18	3979	--	90	96	--	434	424	--	11	17	--	17	30	--	67	47	--	6	6
White	38	2053	35142	97	99	99	472	465	465	3	4	5	11	10	11	55	62	56	32	25	28
Students with Disabilities	NC	327	10161	NC	92	93	NC	430	419	NC	21	28	NC	23	28	NC	46	36	NC	10	8
Students without Disabilities	44	2331	69849	98	100	100	473	464	451	2	3	7	9	10	17	57	63	56	32	25	19
Limited English Proficient Students	--	134	14013	--	92	97	--	409	413	--	25	24	--	37	34	--	39	39	--	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	261	39029	NC	95	98	NC	441	432	NC	11	14	NC	20	25	NC	54	52	NC	15	9
Non-Economically Disadvantaged	44	2397	40981	98	99	100	470	462	462	5	4	6	9	10	13	57	61	54	30	24	27

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	48	2643	79438	100	98	98	469	470	451	8	4	9	13	14	24	63	65	56	17	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1248	38775	100	99	99	470	475	457	4	3	7	16	12	22	60	66	58	20	19	13
Male	23	1395	40560	100	98	97	469	465	446	13	5	12	9	16	25	65	65	54	13	14	9
African American	NC	83	4178	NC	98	98	NC	454	439	NC	6	13	NC	18	29	NC	66	52	NC	10	6
Hispanic	NC	402	34297	NC	96	98	NC	449	434	NC	10	14	NC	23	31	NC	54	50	NC	12	5
Asian/Pacific Islander	NC	98	2063	NC	100	99	NC	483	475	NC	1	3	NC	11	15	NC	63	63	NC	24	20
American Indian/Alaskan Native	--	18	3940	--	90	95	--	445	429	--	NA	14	--	39	36	--	61	47	--	NA	3
White	39	2042	34887	100	99	98	473	474	471	8	3	4	10	12	15	64	68	63	18	17	18
Students with Disabilities	NC	311	9588	NC	88	88	NC	437	416	NC	14	30	NC	32	32	NC	47	34	NC	7	5
Students without Disabilities	45	2332	69850	100	100	100	474	474	456	7	2	7	11	12	23	64	68	59	18	18	12
Limited English Proficient Students	NC	134	13856	NC	92	96	NC	402	407	NC	27	27	NC	47	43	NC	26	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	261	38685	NC	95	97	NC	445	435	NC	11	14	NC	25	32	NC	55	50	NC	10	5
Non-Economically Disadvantaged	45	2382	40753	100	99	99	471	472	467	7	3	5	11	13	16	67	66	62	16	17	17

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	48	2647	79971	100	98	99	430	437	423	4	4	8	42	34	41	50	59	49	4	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1251	38974	100	99	99	426	451	437	8	3	5	36	25	33	52	67	57	4	5	4
Male	23	1396	40895	100	98	98	435	425	410	NA	5	10	48	42	47	48	51	41	4	2	2
African American	NC	84	4203	NC	99	99	NC	426	411	NC	5	11	NC	42	45	NC	52	43	NC	1	2
Hispanic	NC	403	34481	NC	96	99	NC	422	410	NC	7	10	NC	39	46	NC	52	43	NC	2	1
Asian/Pacific Islander	NC	98	2067	NC	100	99	NC	449	449	NC	3	4	NC	31	28	NC	56	60	NC	10	8
American Indian/Alaskan Native	--	19	3995	--	95	96	--	416	409	--	11	10	--	37	47	--	53	42	--	NA	1
White	39	2043	35150	100	99	99	434	440	437	3	3	5	38	33	35	54	60	56	5	4	5
Students with Disabilities	NC	328	10258	NC	92	94	NC	398	377	NC	14	23	NC	53	51	NC	31	25	NC	2	1
Students without Disabilities	45	2319	69713	100	99	100	436	442	429	2	3	5	40	31	39	53	63	52	4	4	3
Limited English Proficient Students	NC	132	13985	NC	91	97	NC	383	382	NC	16	18	NC	57	54	NC	27	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	258	38994	NC	93	98	NC	414	409	NC	11	10	NC	38	47	NC	50	41	NC	2	1
Non-Economically Disadvantaged	45	2389	40977	100	99	100	431	440	437	4	3	5	40	33	34	51	60	56	4	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th 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	45	2846	80147	100	98	99	501	499	482	4	5	11	13	11	17	47	50	49	36	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	1403	39281	100	99	99	488	497	483	NA	5	9	29	11	17	43	53	50	29	31	24
Male	24	1443	40780	100	98	98	513	501	482	8	6	12	NA	11	17	50	47	48	42	36	24
African American	NC	84	4249	NC	99	99	NC	486	464	NC	8	17	NC	15	22	NC	50	48	NC	26	13
Hispanic	NC	405	33494	NC	96	99	NC	474	466	NC	11	15	NC	20	23	NC	54	49	NC	16	14
Asian/Pacific Islander	NC	116	2103	NC	98	99	NC	520	515	NC	1	4	NC	3	8	NC	50	44	NC	46	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	474	456	NC	16	19	NC	24	27	NC	36	46	NC	24	8
White	33	2215	36122	100	98	99	509	503	501	NA	4	5	9	9	10	55	50	50	36	36	35
Students with Disabilities	NC	362	10295	NC	89	92	NC	458	443	NC	22	33	NC	29	26	NC	34	33	NC	15	8
Students without Disabilities	42	2484	69852	100	100	100	506	505	488	5	3	7	10	8	16	48	53	51	38	36	26
Limited English Proficient Students	NC	107	12722	NC	94	97	NC	438	441	NC	30	27	NC	30	33	NC	38	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	291	38371	NC	95	97	NC	479	465	NC	11	15	NC	18	23	NC	51	49	NC	21	13
Non-Economically Disadvantaged	43	2555	41776	100	99	100	502	501	498	2	5	6	14	10	11	49	50	49	35	35	33

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	44	2836	79686	100	98	98	486	488	470	2	5	11	20	15	24	64	67	57	14	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	1404	39163	100	99	99	486	491	475	NA	4	9	30	14	22	55	68	60	15	15	10
Male	24	1432	40438	100	97	97	486	485	465	4	6	13	13	16	25	71	67	54	13	11	7
African American	NC	82	4228	NC	96	98	NC	479	458	NC	5	15	NC	16	28	NC	74	53	NC	5	4
Hispanic	NC	405	33299	NC	96	98	NC	467	452	NC	9	17	NC	26	32	NC	59	47	NC	6	3
Asian/Pacific Islander	NC	115	2097	NC	97	99	NC	498	490	NC	3	5	NC	10	13	NC	69	68	NC	19	14
American Indian/Alaskan Native	NC	24	4087	NC	92	96	NC	461	446	NC	13	16	NC	33	38	NC	50	44	NC	4	2
White	33	2209	35914	100	98	98	488	492	489	NA	4	5	21	13	15	64	69	67	15	15	14
Students with Disabilities	NC	350	9808	NC	86	87	NC	449	432	NC	22	35	NC	31	32	NC	41	30	NC	6	3
Students without Disabilities	42	2486	69878	100	100	100	488	493	475	2	2	8	19	13	23	64	71	61	14	14	9
Limited English Proficient Students	NC	106	12594	NC	93	96	NC	421	422	NC	31	34	NC	46	45	NC	23	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	289	38095	NC	94	97	NC	468	452	NC	9	17	NC	24	32	NC	62	48	NC	6	3
Non-Economically Disadvantaged	42	2547	41591	100	98	99	486	490	486	NA	4	6	21	14	16	67	68	65	12	14	13

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	45	2871	80372	100	99	99	475	490	475	4	2	4	24	20	30	71	75	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	1417	39452	100	100	99	492	501	488	NA	1	3	14	13	22	86	81	72	NA	4	3
Male	24	1454	40836	100	99	98	461	479	464	8	3	6	33	26	37	58	70	56	NA	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	NC	408	33608	NC	97	99	NC	477	462	NC	4	6	NC	25	36	NC	70	57	NC	1	1
Asian/Pacific Islander	NC	116	2098	NC	98	99	NC	509	500	NC	NA	2	NC	13	16	NC	78	75	NC	9	7
American Indian/Alaskan Native	NC	25	4128	NC	96	97	NC	462	464	NC	4	4	NC	32	39	NC	64	56	NC	NA	1
White	33	2235	36213	100	99	99	483	491	489	3	2	2	18	19	22	79	76	72	NA	3	3
Students with Disabilities	NC	385	10526	NC	94	94	NC	446	427	NC	9	15	NC	46	53	NC	43	31	NC	1	1
Students without Disabilities	42	2486	69846	100	100	100	477	496	482	5	1	3	24	16	26	71	80	69	NA	3	2
Limited English Proficient Students	NC	108	12747	NC	95	97	NC	434	432	NC	13	12	NC	48	52	NC	39	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	295	38521	NC	96	98	NC	477	461	NC	3	6	NC	27	38	NC	68	55	NC	1	1
Non-Economically Disadvantaged	43	2576	41851	100	99	100	478	491	489	2	2	3	26	19	22	72	76	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th 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	49	2780	79306	100	98	99	518	517	504	6	7	13	12	13	20	57	58	49	24	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	1359	38845	100	98	99	533	516	505	NA	5	11	9	14	20	61	62	50	30	19	18
Male	26	1416	40383	100	98	98	506	518	504	12	8	14	15	13	19	54	55	47	19	25	19
African American	NC	109	4171	NC	98	98	NC	505	485	NC	8	20	NC	22	26	NC	54	44	NC	16	10
Hispanic	NC	398	32673	NC	98	99	NC	498	487	NC	11	18	NC	23	25	NC	51	46	NC	15	10
Asian/Pacific Islander	NC	102	2147	NC	100	99	NC	537	539	NC	1	5	NC	12	10	NC	56	46	NC	31	40
American Indian/Alaskan Native	--	15	4034	--	100	97	--	488	479	--	13	22	--	20	29	--	60	43	--	7	7
White	33	2153	36234	100	98	99	525	521	523	3	6	6	9	11	13	64	60	52	24	23	28
Students with Disabilities	NC	350	10286	NC	91	91	NC	472	462	NC	29	41	NC	30	27	NC	36	27	NC	5	5
Students without Disabilities	47	2430	69020	100	100	100	521	523	510	6	3	9	9	11	18	60	61	52	26	24	21
Limited English Proficient Students	--	92	10291	--	92	96	--	462	458	--	34	38	--	41	34	--	20	26	--	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	263	37437	NC	95	97	NC	499	486	NC	13	19	NC	21	26	NC	51	46	NC	15	9
Non-Economically Disadvantaged	46	2517	41869	100	99	100	520	519	521	4	6	7	11	13	14	61	59	51	24	23	27

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	49	2775	79000	100	98	98	511	505	489	2	5	10	12	15	24	76	68	58	10	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	1360	38774	100	98	99	528	510	494	NA	4	7	4	12	22	78	70	61	17	14	10
Male	26	1411	40150	100	98	98	496	500	485	4	6	12	19	17	25	73	65	55	4	11	8
African American	NC	111	4153	NC	100	98	NC	493	476	NC	5	13	NC	23	30	NC	68	53	NC	4	4
Hispanic	NC	398	32508	NC	98	98	NC	483	472	NC	12	15	NC	25	33	NC	56	49	NC	6	3
Asian/Pacific Islander	NC	101	2142	NC	100	99	NC	511	510	NC	NA	4	NC	14	14	NC	72	67	NC	14	16
American Indian/Alaskan Native	--	15	4016	--	100	96	--	478	467	--	13	14	--	40	37	--	40	46	--	7	2
White	33	2148	36135	100	98	98	520	509	508	NA	4	4	6	12	14	82	70	67	12	14	15
Students with Disabilities	NC	347	9991	NC	90	88	NC	460	449	NC	21	33	NC	40	36	NC	35	29	NC	4	2
Students without Disabilities	47	2428	69009	100	100	100	514	511	495	2	2	6	9	11	22	79	72	62	11	14	10
Limited English Proficient Students	--	91	10199	--	91	95	--	439	439	--	38	35	--	45	47	--	14	18	--	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	260	37234	NC	94	97	NC	488	472	NC	9	15	NC	28	33	NC	55	50	NC	8	3
Non-Economically Disadvantaged	46	2515	41766	100	99	99	514	507	505	2	4	5	9	13	16	80	69	65	9	13	14

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	49	2787	79611	100	99	99	524	515	496	NA	3	7	22	26	37	78	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	1367	39016	100	99	99	538	528	511	NA	2	4	17	17	29	83	80	66	NA	1	1
Male	26	1415	40519	100	98	98	512	503	482	NA	4	10	27	36	44	73	60	46	NA	0	0
African American	NC	111	4188	NC	100	98	NC	508	486	NC	6	9	NC	23	40	NC	71	50	NC	NA	0
Hispanic	NC	402	32855	NC	99	99	NC	498	481	NC	6	10	NC	35	43	NC	58	47	NC	1	0
Asian/Pacific Islander	NC	103	2149	NC	100	100	NC	519	519	NC	4	4	NC	24	24	NC	71	70	NC	1	2
American Indian/Alaskan Native	--	15	3992	--	100	96	--	507	478	--	7	10	--	40	46	--	53	44	--	NA	0
White	33	2153	36380	100	98	99	532	518	511	NA	2	4	12	25	30	88	72	65	NA	1	1
Students with Disabilities	NC	360	10664	NC	94	94	NC	468	440	NC	11	23	NC	56	54	NC	32	22	NC	1	1
Students without Disabilities	47	2427	68947	100	99	100	527	521	504	NA	2	4	21	22	34	79	76	61	NA	1	1
Limited English Proficient Students	--	96	10362	--	96	97	--	453	438	--	18	22	--	59	57	--	23	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	265	37626	NC	96	98	NC	493	479	NC	8	10	NC	32	45	NC	60	45	NC	NA	0
Non-Economically Disadvantaged	46	2522	41985	100	99	100	527	517	511	NA	2	4	20	26	30	80	71	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th 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	62	2934	79327	100	99	98	532	537	518	10	9	19	16	13	20	52	56	46	23	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1475	38961	100	99	98	533	540	520	7	8	16	11	13	20	63	56	48	19	24	16
Male	35	1456	40295	100	98	97	531	534	516	11	11	21	20	13	19	43	55	44	26	21	16
African American	NC	98	4247	NC	100	98	NC	508	499	NC	23	27	NC	19	24	NC	48	41	NC	9	8
Hispanic	NC	430	32327	NC	99	98	NC	515	499	NC	19	27	NC	19	25	NC	50	41	NC	12	8
Asian/Pacific Islander	NC	91	1939	NC	100	99	NC	575	556	NC	1	6	NC	5	10	NC	47	47	NC	46	36
American Indian/Alaskan Native	--	22	4391	--	85	96	--	521	489	--	14	32	--	18	27	--	59	36	--	9	4
White	45	2288	36373	98	98	98	544	541	538	4	7	10	13	12	14	58	57	52	24	24	25
Students with Disabilities	NC	345	9321	NC	91	87	NC	486	467	NC	39	54	NC	24	22	NC	31	21	NC	6	3
Students without Disabilities	55	2589	70006	100	100	100	538	543	524	5	6	14	15	11	19	56	59	49	24	24	18
Limited English Proficient Students	NC	91	9431	NC	98	95	NC	473	466	NC	56	53	NC	21	27	NC	18	18	NC	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	263	37097	NC	93	97	NC	513	498	NC	21	27	NC	17	25	NC	50	41	NC	12	7
Non-Economically Disadvantaged	60	2671	42230	100	99	99	535	539	535	7	8	11	17	13	15	53	56	50	23	23	24

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	61	2939	79501	98	99	98	516	514	497	5	5	10	15	16	25	74	73	60	7	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1477	39062	93	99	99	524	522	502	NA	3	8	12	12	23	84	76	64	4	8	5
Male	36	1458	40368	100	99	98	511	507	491	8	6	13	17	20	27	67	69	57	8	5	3
African American	NC	97	4279	NC	99	99	NC	496	485	NC	7	14	NC	26	30	NC	63	54	NC	4	2
Hispanic	NC	423	32389	NC	97	98	NC	496	478	NC	11	16	NC	24	34	NC	62	48	NC	3	1
Asian/Pacific Islander	NC	91	1936	NC	100	99	NC	531	519	NC	NA	3	NC	14	14	NC	71	73	NC	14	9
American Indian/Alaskan Native	--	23	4401	--	88	96	--	499	473	--	13	17	--	13	40	--	70	43	--	4	1
White	46	2300	36446	100	99	99	528	518	516	NA	3	4	11	14	15	80	75	73	9	7	7
Students with Disabilities	NC	350	9411	NC	93	88	NC	469	453	NC	25	36	NC	38	36	NC	35	26	NC	3	1
Students without Disabilities	55	2589	70090	100	100	100	522	520	502	2	2	7	13	13	24	78	78	65	7	7	5
Limited English Proficient Students	NC	87	9401	NC	94	94	NC	445	443	NC	41	40	NC	43	46	NC	16	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	263	37183	NC	93	97	NC	493	479	NC	11	16	NC	25	34	NC	62	49	NC	2	1
Non-Economically Disadvantaged	59	2676	42318	98	99	99	520	517	513	2	4	5	15	15	17	76	74	70	7	7	7

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	62	2943	80000	100	99	99	591	582	564	NA	2	3	8	6	11	71	76	75	21	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1484	39288	96	99	99	617	597	579	NA	2	2	NA	2	6	62	72	77	38	25	16
Male	36	1455	40644	100	98	98	572	566	549	NA	2	4	14	9	15	78	79	74	8	9	7
African American	NC	98	4307	NC	100	99	NC	569	551	NC	4	4	NC	6	13	NC	74	75	NC	15	7
Hispanic	NC	429	32672	NC	98	99	NC	564	548	NC	5	4	NC	10	14	NC	75	76	NC	11	6
Asian/Pacific Islander	NC	91	1945	NC	100	99	NC	599	592	NC	1	1	NC	1	4	NC	69	69	NC	29	25
American Indian/Alaskan Native	--	23	4424	--	88	97	--	592	549	--	NA	3	--	9	14	--	78	77	--	13	5
White	46	2297	36602	100	99	99	603	585	579	NA	1	2	2	5	7	72	76	75	26	18	16
Students with Disabilities	NC	358	9919	NC	95	93	NC	530	505	NC	7	9	NC	23	35	NC	67	54	NC	4	2
Students without Disabilities	55	2585	70081	100	100	100	600	588	571	NA	1	2	4	3	7	73	77	79	24	19	12
Limited English Proficient Students	NC	88	9571	NC	95	96	NC	503	502	NC	13	10	NC	26	29	NC	60	60	NC	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	265	37534	NC	94	98	NC	559	547	NC	5	4	NC	11	15	NC	74	76	NC	10	5
Non-Economically Disadvantaged	60	2678	42466	100	99	100	595	584	578	NA	2	2	5	5	7	73	76	75	22	18	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th 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	47	2859	78546	100	99	97	566	561	543	2	7	15	13	12	18	62	60	52	23	22	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1428	38645	100	99	98	569	562	545	NA	5	13	11	11	18	64	63	54	25	21	15
Male	19	1419	39792	100	99	97	561	560	542	5	9	17	16	12	17	58	57	50	21	23	15
African American	NC	90	4205	NC	100	97	NC	541	524	NC	12	22	NC	18	22	NC	58	49	NC	12	7
Hispanic	NC	344	31177	NC	99	97	NC	539	524	NC	13	22	NC	18	23	NC	57	48	NC	12	7
Asian/Pacific Islander	NC	91	1940	NC	99	99	NC	593	580	NC	2	5	NC	8	9	NC	48	53	NC	42	33
American Indian/Alaskan Native	NC	32	4689	NC	97	95	NC	550	515	NC	3	28	NC	19	25	NC	69	43	NC	9	4
White	36	2291	36450	100	99	97	566	564	563	3	6	7	8	11	12	64	60	57	25	23	23
Students with Disabilities	NC	297	8093	NC	95	82	NC	506	489	NC	37	50	NC	25	24	NC	34	23	NC	4	2
Students without Disabilities	45	2562	70453	100	100	100	569	567	549	NA	4	11	13	10	17	62	63	56	24	24	16
Limited English Proficient Students	--	58	9323	--	100	94	--	502	491	--	34	47	--	28	28	--	36	24	--	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	NC	257	34694	NC	97	96	NC	536	524	NC	13	23	NC	23	23	NC	54	48	NC	10	7
Non-Economically Disadvantaged	44	2602	43852	100	99	99	567	564	559	2	7	10	11	11	13	61	60	56	25	23	22

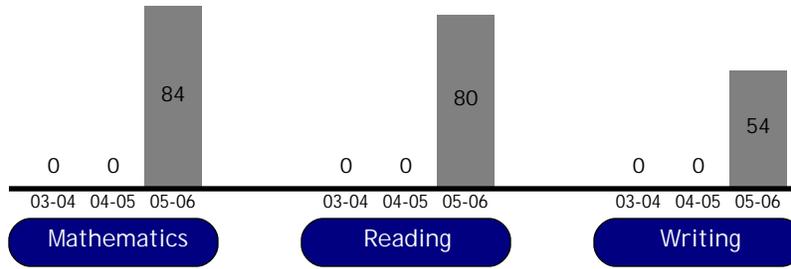
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	2862	79045	100	99	98	530	527	512	2	5	10	17	17	25	72	69	58	9	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1430	38860	100	99	98	537	534	519	NA	4	7	18	13	22	71	72	62	11	12	8
Male	19	1419	40075	100	99	97	519	520	505	5	7	12	16	20	28	74	66	54	5	7	6
African American	NC	90	4250	NC	100	98	NC	514	500	NC	6	12	NC	21	31	NC	70	54	NC	3	3
Hispanic	NC	344	31314	NC	99	98	NC	506	493	NC	13	16	NC	24	34	NC	58	48	NC	5	2
Asian/Pacific Islander	NC	91	1949	NC	99	99	NC	551	536	NC	2	4	NC	12	15	NC	66	66	NC	20	15
American Indian/Alaskan Native	NC	32	4719	NC	97	96	NC	518	489	NC	NA	15	NC	13	39	NC	88	45	NC	NA	2
White	36	2293	36730	100	99	98	527	530	532	3	4	4	14	16	16	78	70	68	6	10	12
Students with Disabilities	NC	300	8552	NC	96	87	NC	473	463	NC	27	35	NC	40	40	NC	30	23	NC	4	1
Students without Disabilities	45	2562	70493	100	100	100	533	532	517	NA	3	7	16	14	24	76	73	62	9	10	8
Limited English Proficient Students	--	58	9355	--	100	95	--	452	456	--	43	37	--	45	48	--	12	15	--	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	NC	257	34922	NC	97	96	NC	508	493	NC	10	15	NC	28	34	NC	56	48	NC	7	3
Non-Economically Disadvantaged	44	2605	44123	100	99	99	531	529	527	2	5	6	16	16	18	73	70	66	9	10	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	47	2858	79657	100	99	99	588	582	566	NA	1	3	2	4	8	98	93	87	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1429	39120	100	99	99	595	593	580	NA	0	2	NA	2	4	100	95	92	NA	2	2
Male	19	1416	40423	100	98	98	579	571	553	NA	2	5	5	7	12	95	90	83	NA	1	1
African American	NC	90	4290	NC	100	99	NC	575	560	NC	2	4	NC	2	9	NC	94	86	NC	1	1
Hispanic	NC	343	31642	NC	99	99	NC	567	552	NC	2	5	NC	8	11	NC	89	84	NC	1	0
Asian/Pacific Islander	NC	91	1948	NC	99	99	NC	594	589	NC	1	1	NC	1	3	NC	95	91	NC	3	4
American Indian/Alaskan Native	NC	33	4760	NC	100	97	NC	581	547	NC	NA	5	NC	3	14	NC	97	81	NC	NA	0
White	36	2289	36929	100	99	99	591	584	579	NA	1	2	3	4	5	97	93	91	NA	2	2
Students with Disabilities	NC	298	9069	NC	96	92	NC	533	508	NC	6	11	NC	21	30	NC	71	58	NC	2	1
Students without Disabilities	45	2560	70588	100	99	100	589	587	573	NA	1	2	2	3	5	98	95	91	NA	2	1
Limited English Proficient Students	--	58	9521	--	100	96	--	518	507	--	5	13	--	36	24	--	59	63	--	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	NC	256	35341	NC	96	97	NC	565	551	NC	2	5	NC	9	12	NC	88	83	NC	1	0
Non-Economically Disadvantaged	44	2602	44316	100	99	100	590	584	578	NA	1	2	2	4	5	98	93	90	NA	2	2

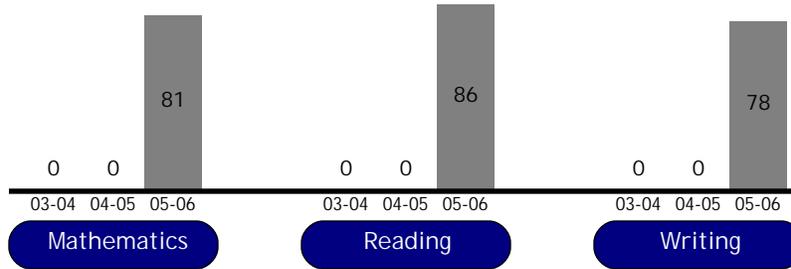
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th 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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	57	47	100	50	59	46
	Language	--	--	61	50	--	--	58	47	100	56	63	48
	Mathematics	--	--	72	64	--	--	62	50	100	58	65	52
3	Reading	--	--	NA	55	--	--	55	44	100	65	59	46
	Language	--	--	70	61	--	--	53	44	100	59	58	46
	Mathematics	--	--	69	61	--	--	60	51	96	70	65	52
4	Reading	--	--	NA	56	--	--	57	48	100	65	63	52
	Language	--	--	63	52	--	--	59	49	100	67	65	52
	Mathematics	--	--	74	61	--	--	63	53	100	79	70	58
5	Reading	--	--	NA	55	--	--	60	50	100	75	67	56
	Language	--	--	60	49	--	--	59	50	100	70	65	54
	Mathematics	--	--	75	63	--	--	58	49	100	58	63	52
6	Reading	--	--	NA	56	--	--	61	51	98	76	67	56
	Language	--	--	60	48	--	--	58	47	100	72	61	50
	Mathematics	--	--	79	66	--	--	66	52	100	68	70	58
7	Reading	--	--	NA	54	--	--	59	50	100	68	65	54
	Language	--	--	69	58	--	--	61	52	100	68	67	58
	Mathematics	--	--	76	62	--	--	60	50	100	65	65	54

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	1.40	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

Resources Available at School Site

Special Facilities

- Ü Media Center
- Ü Multipurpose Room

Extracurricular Activities

- Ü girls volleyball
- Ü boys volleyball
- Ü girls basketball
- Ü boys basketball

Social Services

- | | |
|--------------------------|--|
| Ü Reading Task Force | Ü Special Education resource available |
| Ü Full-time nurse | Ü AIMS Intervention Committee |
| Ü Part-time counselor | Ü General Education Intervention Team |
| Ü Part-time psychologist | |

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

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

West Wing is a new school. As such, we are working hard to create a safe and healthy learning environment for all. Teachers have been trained on school and playground safety. The Character Counts Program is implemented to teach students responsibility, trustworthiness, kindness, caring, sharing and citizenship.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

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

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

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Tamara Teague	(602) 467-5096
Community Resources	Kenna Hough	(623) 445-5017
School Nutrition Programs	Valerie Matteson	(623) 445-5014
Parent Organization	Nancy Whitt	(623) 376-5000
Student Health/Nurse	Yvonne Gravatt	(623) 445-5010

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

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

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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.