

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3021 W. Evans Dr., Phoenix, AZ 85053

Washington Elementary 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

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 Overview

Principal/Administrator : Mrs. Christine Hollingsworth
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-6
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 896-5000
 Fax Number : (602) 896-5020
 E-mail : chollin@ac.wesd.k12.az.us

Mission

Our mission at Acacia Elementary School is to educate children by fostering their growth academically, physically, socially, and aesthetically so that they are inspired to be lifelong learners.

School / Academic Goals

- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü Teachers will utilize an effective system for collecting and managing information on student academic progress.
- ü Teachers will incorporate and utilize systematic, scientifically research-based instructional strategies and practices to meet the needs of the diverse student.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 715
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 62

Instructional Programs

- Art/Music/Physical Education
- Technology/Teacher Learning Stations
- Programs for English Language Learners
- Gifted Program
- Full-day Kindergarten
- On-site Special Education
- 21st Century Grant after school classes
- Reduced class sizes 1st and 2nd grade

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Acacia strives to provide a safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, regular home/school communication, and personal and professional development.

Parents

As our partners in the education of children, parents should require students to complete homework assignments, have good attendance and be on time, as well as encourage a good attitude about school. Parents participate in Parent/Teacher conferences.

Transportation Policy

All students live within walking distance of the school. Riding the bus for field trips is a privilege extended to students through Board policy. The Transportation Department is responsible for transporting students safely to and from school-related activities. Students shall conform with all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

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

Award/Honor	Year
• Teacher of the Year Award	2002
• Phoenix Public Library Project GOAL Award	2002
• Sam's/Wal-mart State Teacher of the Year	2005
• ASU MLK Bookmark Contest	2002

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	82	2709	80010	100	100	99	438	435	447	12	15	10	20	24	18	60	49	53	9	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1273	38935	100	100	99	431	435	447	14	13	9	16	25	19	65	50	55	5	12	17
Male	45	1436	40974	100	100	98	444	435	448	11	16	11	22	23	18	56	49	52	11	12	19
African American	NC	173	4201	NC	100	99	NC	422	430	NC	22	17	NC	27	23	NC	43	51	NC	8	9
Hispanic	35	1275	34545	100	100	99	427	422	432	9	20	14	34	30	24	54	46	53	3	5	9
Asian/Pacific Islander	NC	85	2068	NC	100	99	NC	449	474	NC	8	4	NC	20	10	NC	51	50	NC	21	36
American Indian/Alaskan Native	NC	105	3979	NC	100	96	NC	423	424	NC	16	17	NC	30	30	NC	49	47	NC	5	6
White	39	1071	35142	100	100	99	450	453	465	13	8	5	10	17	11	62	54	56	15	21	28
Students with Disabilities	14	385	10161	100	100	93	415	406	419	21	35	28	50	32	28	21	28	36	7	5	8
Students without Disabilities	68	2324	69849	100	100	100	443	439	451	10	11	7	13	23	17	68	53	56	9	13	19
Limited English Proficient Students	16	774	14013	100	99	97	410	409	413	25	26	24	38	36	34	38	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	50	1854	39029	100	99	98	435	426	432	8	18	14	22	29	25	66	47	52	4	6	9
Non-Economically Disadvantaged	32	855	40981	100	100	100	444	455	462	19	9	6	16	14	13	50	54	54	16	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	82	2701	79438	100	100	98	438	438	451	11	14	9	29	29	24	54	51	56	6	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1271	38775	100	100	99	440	444	457	5	11	7	24	28	22	70	53	58	NA	8	13
Male	45	1430	40560	100	100	97	437	433	446	16	17	12	33	29	25	40	49	54	11	5	9
African American	NC	172	4178	NC	100	98	NC	428	439	NC	22	13	NC	23	29	NC	53	52	NC	2	6
Hispanic	35	1272	34297	100	100	98	428	424	434	14	19	14	34	36	31	51	42	50	NA	3	5
Asian/Pacific Islander	NC	85	2063	NC	100	99	NC	453	475	NC	6	3	NC	28	15	NC	56	63	NC	9	20
American Indian/Alaskan Native	NC	104	3940	NC	100	95	NC	428	429	NC	15	14	NC	30	36	NC	53	47	NC	2	3
White	39	1068	34887	100	100	98	447	456	471	10	8	4	28	20	15	49	61	63	13	11	18
Students with Disabilities	14	377	9588	100	99	88	405	399	416	43	43	30	36	30	32	14	24	34	7	3	5
Students without Disabilities	68	2324	69850	100	100	100	445	444	456	4	10	7	28	28	23	62	55	59	6	7	12
Limited English Proficient Students	16	774	13856	100	99	96	405	406	407	38	28	27	31	44	43	31	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	50	1849	38685	100	99	97	438	429	435	8	17	14	32	33	32	56	46	50	4	4	5
Non-Economically Disadvantaged	32	852	40753	100	100	99	439	458	467	16	7	5	25	19	16	50	62	62	9	12	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	81	2700	79971	99	100	99	416	413	423	7	11	8	42	43	41	49	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1272	38974	97	100	99	438	427	437	3	7	5	25	36	33	69	53	57	3	3	4
Male	45	1428	40895	100	100	98	398	401	410	11	13	10	56	50	47	33	36	41	NA	1	2
African American	NC	172	4203	NC	100	99	NC	406	411	NC	13	11	NC	49	45	NC	37	43	NC	1	2
Hispanic	35	1269	34481	100	99	99	412	403	410	9	13	10	46	47	46	46	39	43	NA	1	1
Asian/Pacific Islander	NC	85	2067	NC	100	99	NC	428	449	NC	8	4	NC	31	28	NC	60	60	NC	1	8
American Indian/Alaskan Native	NC	105	3995	NC	100	96	NC	399	409	NC	14	10	NC	51	47	NC	34	42	NC	NA	1
White	39	1069	35150	100	100	99	417	426	437	8	7	5	38	38	35	51	51	56	3	3	5
Students with Disabilities	14	382	10258	100	100	94	354	355	377	29	33	23	43	48	51	29	18	25	NA	1	1
Students without Disabilities	67	2318	69713	99	100	100	429	422	429	3	7	5	42	43	39	54	48	52	1	2	3
Limited English Proficient Students	16	772	13985	100	99	97	383	387	382	19	18	18	50	52	54	31	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	49	1850	38994	98	99	98	410	405	409	6	12	10	53	48	47	41	39	41	NA	1	1
Non-Economically Disadvantaged	32	850	40977	100	100	100	425	431	437	9	7	5	25	34	34	63	55	56	3	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	94	2820	80147	99	100	99	500	468	482	2	14	11	11	22	17	54	49	49	33	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1371	39281	97	100	99	504	469	483	NA	12	9	11	24	17	57	50	50	32	15	24
Male	57	1448	40780	100	100	98	497	468	482	4	16	12	11	21	17	53	48	48	33	15	24
African American	NC	182	4249	NC	100	99	NC	449	464	NC	19	17	NC	30	22	NC	46	48	NC	5	13
Hispanic	32	1209	33494	97	100	99	482	455	466	3	19	15	19	27	23	56	44	49	22	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	NC	108	4117	NC	99	96	NC	458	456	NC	15	19	NC	27	27	NC	53	46	NC	6	8
White	53	1220	36122	100	100	99	513	484	501	2	8	5	4	16	10	51	53	50	43	23	35
Students with Disabilities	13	447	10295	100	99	92	477	436	443	8	36	33	23	28	26	38	31	33	31	5	8
Students without Disabilities	81	2373	69852	99	100	100	503	474	488	1	10	7	9	21	16	57	52	51	33	17	26
Limited English Proficient Students	11	625	12722	100	100	97	460	436	441	9	29	27	27	35	33	55	34	37	9	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	48	1837	38371	98	99	97	493	458	465	2	17	15	10	26	23	65	47	49	23	9	13
Non-Economically Disadvantaged	46	983	41776	100	100	100	507	487	498	2	7	6	11	15	11	43	52	49	43	26	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	94	2816	79686	99	100	98	480	458	470	10	15	11	18	29	24	60	52	57	13	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1372	39163	97	100	99	486	463	475	5	12	9	16	28	22	65	55	60	14	5	10
Male	57	1443	40438	100	99	97	476	453	465	12	18	13	19	29	25	56	49	54	12	4	7
African American	NC	183	4228	NC	100	98	NC	446	458	NC	19	15	NC	34	28	NC	46	53	NC	1	4
Hispanic	32	1208	33299	97	100	98	456	443	452	16	21	17	28	35	32	56	43	47	NA	1	3
Asian/Pacific Islander	NC	101	2097	NC	100	99	NC	459	490	NC	12	5	NC	26	13	NC	60	68	NC	2	14
American Indian/Alaskan Native	NC	108	4087	NC	99	96	NC	448	446	NC	15	16	NC	41	38	NC	42	44	NC	3	2
White	53	1216	35914	100	99	98	494	475	489	6	9	5	11	21	15	62	62	67	21	8	14
Students with Disabilities	13	442	9808	100	98	87	434	418	432	31	46	35	31	31	32	38	23	30	NA	1	3
Students without Disabilities	81	2374	69878	99	100	100	487	465	475	6	10	8	16	28	23	63	57	61	15	5	9
Limited English Proficient Students	11	626	12594	100	100	96	436	419	422	27	35	34	36	44	45	36	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	48	1839	38095	98	99	97	469	447	452	8	19	17	27	34	32	65	46	48	NA	2	3
Non-Economically Disadvantaged	46	977	41591	100	100	99	491	479	486	11	8	6	9	20	16	54	63	65	26	9	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	94	2835	80372	99	100	99	471	465	475	4	7	4	31	34	30	64	59	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1378	39452	97	100	99	490	479	488	NA	4	3	24	28	22	76	67	72	NA	2	3
Male	57	1456	40836	100	100	98	459	451	464	7	9	6	35	39	37	56	50	56	2	1	1
African American	NC	184	4264	NC	100	99	NC	457	465	NC	9	5	NC	32	35	NC	59	59	NC	1	1
Hispanic	32	1213	33608	97	100	99	458	453	462	3	9	6	44	39	36	53	51	57	NA	1	1
Asian/Pacific Islander	NC	100	2098	NC	99	99	NC	482	500	NC	3	2	NC	28	16	NC	65	75	NC	4	7
American Indian/Alaskan Native	NC	108	4128	NC	99	97	NC	461	464	NC	8	4	NC	32	39	NC	59	56	NC	NA	1
White	53	1230	36213	100	100	99	480	477	489	4	4	2	25	29	22	70	65	72	2	1	3
Students with Disabilities	13	457	10526	100	100	94	421	414	427	23	21	15	69	53	53	8	26	31	NA	NA	1
Students without Disabilities	81	2378	69846	99	100	100	479	474	482	1	4	3	25	30	26	73	65	69	1	1	2
Limited English Proficient Students	11	629	12747	100	100	97	434	427	432	9	15	12	55	50	52	36	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	48	1850	38521	98	100	98	460	455	461	6	8	6	40	39	38	52	52	55	2	1	1
Non-Economically Disadvantaged	46	985	41851	100	100	100	482	483	489	2	4	3	22	24	22	76	70	72	NA	2	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	92	2774	79306	100	100	99	505	487	504	11	19	13	22	26	20	53	45	49	14	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1319	38845	100	100	99	502	488	505	6	17	11	25	28	20	58	46	50	11	9	18
Male	56	1453	40383	100	100	98	507	487	504	14	21	14	20	25	19	50	44	47	16	10	19
African American	NC	177	4171	NC	100	98	NC	468	485	NC	24	20	NC	38	26	NC	35	44	NC	3	10
Hispanic	41	1226	32673	100	100	99	502	473	487	12	25	18	17	32	25	59	39	46	12	4	10
Asian/Pacific Islander	NC	81	2147	NC	99	99	NC	518	539	NC	11	5	NC	12	10	NC	54	46	NC	22	40
American Indian/Alaskan Native	NC	98	4034	NC	99	97	NC	478	479	NC	20	22	NC	33	29	NC	43	43	NC	4	7
White	43	1191	36234	100	99	99	508	503	523	9	13	6	26	19	13	49	53	52	16	16	28
Students with Disabilities	15	459	10286	100	99	91	453	452	462	40	49	41	47	31	27	13	18	27	NA	3	5
Students without Disabilities	77	2315	69020	100	100	100	515	494	510	5	13	9	17	25	18	61	50	52	17	11	21
Limited English Proficient Students	15	471	10291	100	98	96	465	448	458	20	46	38	40	37	34	40	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	57	1788	37437	100	99	97	503	476	486	14	23	19	16	31	26	60	41	46	11	5	9
Non-Economically Disadvantaged	35	986	41869	100	100	100	508	507	521	6	12	7	31	17	14	43	53	51	20	18	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	92	2772	79000	100	100	98	477	478	489	12	14	10	30	28	24	53	53	58	4	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1319	38774	100	100	99	483	484	494	6	10	7	28	26	22	67	58	61	NA	6	10
Male	56	1451	40150	100	100	98	474	473	485	16	18	12	32	30	25	45	48	55	7	5	8
African American	NC	176	4153	NC	100	98	NC	467	476	NC	16	13	NC	34	30	NC	48	53	NC	1	4
Hispanic	41	1225	32508	100	100	99	470	465	472	15	19	15	41	36	33	39	43	49	5	2	3
Asian/Pacific Islander	NC	82	2142	NC	100	99	NC	497	510	NC	11	4	NC	18	14	NC	60	67	NC	11	16
American Indian/Alaskan Native	NC	98	4016	NC	99	96	NC	463	467	NC	17	14	NC	32	37	NC	51	46	NC	NA	2
White	43	1190	36135	100	99	98	484	494	508	12	9	4	19	19	14	65	63	67	5	9	15
Students with Disabilities	15	457	9991	100	98	88	428	440	449	40	42	33	53	36	36	7	20	29	NA	1	2
Students without Disabilities	77	2315	69009	100	100	100	487	485	495	6	9	6	26	26	22	62	59	62	5	6	10
Limited English Proficient Students	15	471	10199	100	98	95	445	435	439	33	41	35	40	45	47	27	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	57	1787	37234	100	99	97	474	469	472	14	17	15	32	33	33	53	48	50	2	2	3
Non-Economically Disadvantaged	35	985	41766	100	100	99	483	496	505	9	9	5	29	19	16	54	61	65	9	11	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	92	2787	79611	100	100	99	480	484	496	10	10	7	38	39	37	52	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1321	39016	100	100	99	511	503	511	NA	6	4	28	31	29	72	63	66	NA	0	1
Male	56	1464	40519	100	100	98	459	467	482	16	14	10	45	46	44	39	40	46	NA	NA	0
African American	NC	176	4188	NC	100	98	NC	486	486	NC	9	9	NC	41	40	NC	50	50	NC	NA	0
Hispanic	41	1231	32855	100	100	99	479	471	481	5	13	10	56	44	43	39	43	47	NA	NA	0
Asian/Pacific Islander	NC	82	2149	NC	100	100	NC	487	519	NC	11	4	NC	29	24	NC	59	70	NC	1	2
American Indian/Alaskan Native	NC	99	3992	NC	100	96	NC	476	478	NC	8	10	NC	53	46	NC	39	44	NC	NA	0
White	43	1198	36380	100	100	99	484	498	511	14	7	4	21	33	30	65	60	65	NA	0	1
Students with Disabilities	15	471	10664	100	100	94	419	426	440	33	27	23	53	56	54	13	17	22	NA	NA	1
Students without Disabilities	77	2316	68947	100	100	100	491	495	504	5	6	4	35	35	34	60	58	61	NA	0	1
Limited English Proficient Students	15	473	10362	100	99	97	444	428	438	20	25	22	60	56	57	20	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	57	1799	37626	100	100	98	484	475	479	7	11	10	37	42	45	56	46	45	NA	0	0
Non-Economically Disadvantaged	35	988	41985	100	100	100	473	500	511	14	7	4	40	32	30	46	61	65	NA	0	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	123	2675	79327	100	100	98	525	505	518	15	25	19	19	22	20	46	43	46	21	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1240	38961	100	100	98	519	507	520	17	23	16	17	21	20	47	46	48	19	10	16
Male	64	1435	40295	100	100	97	530	504	516	13	26	21	20	22	19	44	40	44	23	11	16
African American	NC	184	4247	NC	100	98	NC	488	499	NC	34	27	NC	22	24	NC	39	41	NC	5	8
Hispanic	49	1153	32327	100	99	98	510	488	499	16	34	27	22	26	25	47	35	41	14	4	8
Asian/Pacific Islander	NC	73	1939	NC	97	99	NC	517	556	NC	12	6	NC	23	10	NC	53	47	NC	11	36
American Indian/Alaskan Native	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	64	1151	36373	100	100	98	535	526	538	13	14	10	17	17	14	45	50	52	25	19	25
Students with Disabilities	12	339	9321	100	98	87	458	461	467	50	61	54	42	20	22	8	17	21	NA	2	3
Students without Disabilities	111	2336	70006	100	100	100	532	511	524	11	19	14	16	22	19	50	46	49	23	12	18
Limited English Proficient Students	11	408	9431	100	99	95	467	456	466	55	64	53	27	24	27	18	11	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	67	1696	37097	100	99	97	513	492	498	21	31	27	15	24	25	49	39	41	15	6	7
Non-Economically Disadvantaged	56	979	42230	100	100	99	538	528	535	7	14	11	23	17	15	41	49	50	29	20	24

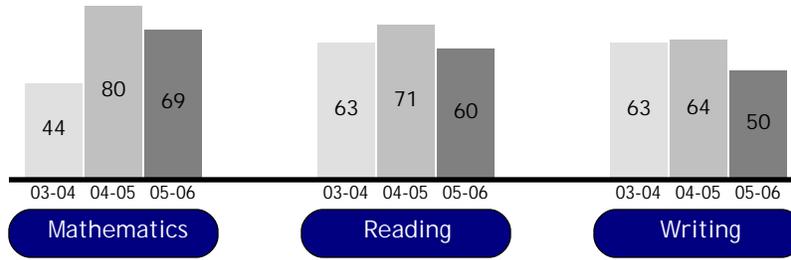
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	2672	79501	100	100	98	498	490	497	11	14	10	24	27	25	63	56	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1239	39062	100	100	99	499	497	502	10	11	8	24	25	23	66	60	64	NA	4	5
Male	64	1433	40368	100	100	98	496	484	491	13	16	13	23	29	27	61	52	57	3	3	3
African American	NC	183	4279	NC	100	99	NC	476	485	NC	17	14	NC	33	30	NC	49	54	NC	1	2
Hispanic	49	1152	32389	100	99	98	485	473	478	14	21	16	33	34	34	53	43	48	NA	1	1
Asian/Pacific Islander	NC	73	1936	NC	97	99	NC	490	519	NC	10	3	NC	30	14	NC	58	73	NC	3	9
American Indian/Alaskan Native	NC	114	4401	NC	100	96	NC	480	473	NC	14	17	NC	41	40	NC	44	43	NC	1	1
White	64	1150	36446	100	100	99	508	509	516	9	6	4	16	18	15	72	70	73	3	7	7
Students with Disabilities	12	336	9411	100	97	88	435	448	453	58	46	36	42	32	36	NA	20	26	NA	1	1
Students without Disabilities	111	2336	70090	100	100	100	504	496	502	6	9	7	22	26	24	70	61	65	2	4	5
Limited English Proficient Students	11	407	9401	100	99	94	444	437	443	36	50	40	55	39	46	9	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	67	1694	37183	100	99	97	486	478	479	16	18	16	27	33	34	57	48	49	NA	1	1
Non-Economically Disadvantaged	56	978	42318	100	100	99	511	510	513	5	7	5	20	18	17	71	68	70	4	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	123	2680	80000	100	100	99	570	561	564	1	4	3	11	10	11	81	78	75	7	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1239	39288	100	100	99	579	579	579	2	2	2	5	5	6	83	81	77	10	13	16
Male	64	1441	40644	100	100	98	562	546	549	NA	5	4	16	15	15	80	75	74	5	5	7
African American	NC	185	4307	NC	100	99	NC	541	551	NC	8	4	NC	12	13	NC	76	75	NC	4	7
Hispanic	49	1152	32672	100	99	99	573	549	548	NA	5	4	8	12	14	88	78	76	4	5	6
Asian/Pacific Islander	NC	73	1945	NC	97	99	NC	569	592	NC	5	1	NC	4	4	NC	78	69	NC	12	25
American Indian/Alaskan Native	NC	114	4424	NC	100	97	NC	570	549	NC	NA	3	NC	6	14	NC	88	77	NC	6	5
White	64	1156	36602	100	100	99	567	575	579	2	2	2	14	9	7	75	76	75	9	13	16
Students with Disabilities	12	345	9919	100	100	93	511	504	505	NA	10	9	42	33	35	58	54	54	NA	3	2
Students without Disabilities	111	2335	70081	100	100	100	577	569	571	1	3	2	7	7	7	84	81	79	8	9	12
Limited English Proficient Students	11	405	9571	100	98	96	508	495	502	NA	14	10	45	24	29	55	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	67	1700	37534	100	99	98	566	551	547	NA	4	4	12	12	15	81	78	76	7	6	5
Non-Economically Disadvantaged	56	980	42466	100	100	100	576	578	578	2	3	2	9	7	7	82	77	75	7	14	16

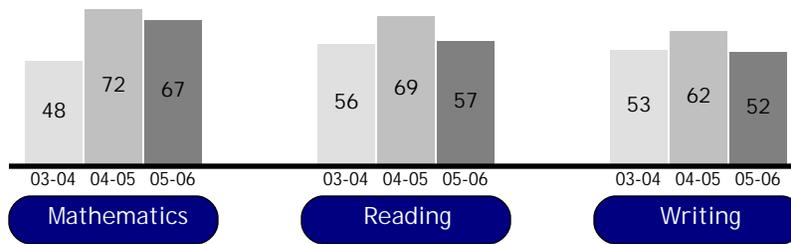
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	74	54	NA	58	99	43	40	47	100	43	35	46
	Language	76	46	44	50	98	41	40	47	100	43	35	48
	Mathematics	76	52	57	64	99	43	41	50	100	46	39	52
3	Reading	97	47	NA	55	100	46	40	44	100	41	37	46
	Language	97	49	56	61	100	47	40	44	100	43	39	46
	Mathematics	99	48	53	61	100	54	44	51	100	41	43	52
4	Reading	97	48	NA	56	100	40	42	48	99	56	44	52
	Language	97	47	48	52	100	45	44	49	99	56	44	52
	Mathematics	98	57	54	61	99	46	45	53	99	65	48	58
5	Reading	95	53	NA	55	99	49	47	50	100	48	48	56
	Language	97	51	45	49	99	52	48	50	100	37	44	54
	Mathematics	98	68	57	63	100	52	44	49	100	46	41	52
6	Reading	100	57	NA	56	100	53	48	51	100	58	52	56
	Language	100	48	44	48	100	51	45	47	100	48	46	50
	Mathematics	100	74	60	66	100	56	46	52	100	58	50	58

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

1 School Administrator(s)	ü To facilitate school improvement
1 Non-certified Employee(s)	ü To address short-term needs
5 Teacher(s)	ü To develop increased communication
5 Parent(s)	ü To facilitate budget implementation
1 Community Member(s)	ü To engage in shared decision-making
0 Student(s)	ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	1.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	0	0	0
10 or more years	8	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	91
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Facilities
- ü Title I teacher
- ü Computer/Technology Lab
- ü Library

Extracurricular Activities

- ü Student Council
- ü After School Remedial Classes
- ü Reach for Success Classes
- ü Interscholastic Sports

Social Services

- ü Urban Survival Program/Fire Pal
- ü City Recreational Activities
- ü Counseling Services
- ü Day Care Program
- ü Parenting Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Designed and implemented procedures for staff to collaboratively analyze assessment data to determine current needs in relation to the established curriculum.

- ü Designed and implemented procedures for teachers and principal to collaboratively and individually identify instructional improvements related to identified needs.

- ü Implemented the revised Language Arts and Math curricula.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	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

Washington School District’s Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

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	Christine Hollingsworth	(602) 896-5000
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Heidi Goding	(602) 504-0839
Student Health/Nurse	Danni Tomlinson	(602) 896-5010

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

** 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.