

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4535 W Cholla, Glendale, AZ 85304

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Dr. Mike Peterson  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : K-6  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 896-5100  
 Fax Number : (602) 896-5120  
 E-mail : mpeters@ar.wesd.k12.az.us

### Mission

Arroyo's purpose is to provide a learning environment that will foster a student's desire to become a problem solver through gathering and processing information. Our mission is to stimulate, challenge, and engage all students and staff as learning colleagues; to instill confidence; to create lifelong learners and to teach the responsibilities of good citizenship.

### 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 / 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 Implementation of a School Improvement Participation Plan to determine current status, identify an improvement objective and write an Action Plan.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.

### Enrollment

October 1, 2005 School Year Student Enrollment : 483  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 39

Instructional Programs

- Ü Art, Music and Physical Education
- Ü Technology Lab/Learning Stations
- Ü Project Potential Gifted Program
- Ü Programs for English Language Learners
- Ü On-site Special Education
- Ü After School Intervention Programs
- Ü Band, Strings, and Choir
- Ü Full Day Kindergarten

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

Our school strives to provide: A safe environment; Consistent leadership; Effective instructional practices; Student achievement; A welcoming community; and Personal and professional development.

Parents

Arriving on time and ready to learn is very important. Students need to be dressed appropriately, eat breakfast and get plenty of rest. Parents need to require students to complete homework assignments and encourage a good attitude about school.

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. Students shall conform with all policies and regulation relating to conduct on school buses.

School Honors

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

Award/Honor	Year
Ü Three Employees of the Month	2003
Ü 3 years, 1st Place, Phoenix Symphony's 'Paint to Music'	2003
Ü Two Employees of the Month	2004
Ü Several Students in District Honor Choir	2004

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	81	2709	80010	100	100	99	422	435	447	23	15	10	20	24	18	49	49	53	7	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1273	38935	100	100	99	425	435	447	15	13	9	18	25	19	61	50	55	6	12	17
Male	48	1436	40974	100	100	98	421	435	448	29	16	11	21	23	18	42	49	52	8	12	19
African American	10	173	4201	100	100	99	NA	422	430	NA	22	17	NA	27	23	NA	43	51	NA	8	9
Hispanic	27	1275	34545	100	100	99	412	422	432	33	20	14	22	30	24	37	46	53	7	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	433	453	465	13	8	5	18	17	11	59	54	56	10	21	28
Students with Disabilities	21	385	10161	100	100	93	382	406	419	67	35	28	19	32	28	14	28	36	NA	5	8
Students without Disabilities	60	2324	69849	100	100	100	437	439	451	8	11	7	20	23	17	62	53	56	10	13	19
Limited English Proficient Students	NC	774	14013	NC	99	97	NC	409	413	NC	26	24	NC	36	34	NC	36	39	NC	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	46	1854	39029	100	99	98	410	426	432	30	18	14	26	29	25	41	47	52	2	6	9
Non-Economically Disadvantaged	35	855	40981	100	100	100	439	455	462	14	9	6	11	14	13	60	54	54	14	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	81	2701	79438	100	100	98	433	438	451	23	14	9	21	29	24	47	51	56	9	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1271	38775	100	100	99	445	444	457	12	11	7	27	28	22	52	53	58	9	8	13
Male	48	1430	40560	100	100	97	424	433	446	31	17	12	17	29	25	44	49	54	8	5	9
African American	10	172	4178	100	100	98	NA	428	439	NA	22	13	NA	23	29	NA	53	52	NA	2	6
Hispanic	27	1272	34297	100	100	98	419	424	434	30	19	14	30	36	31	33	42	50	7	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	450	456	471	13	8	4	18	20	15	59	61	63	10	11	18
Students with Disabilities	21	377	9588	100	99	88	374	399	416	67	43	30	19	30	32	14	24	34	NA	3	5
Students without Disabilities	60	2324	69850	100	100	100	453	444	456	8	10	7	22	28	23	58	55	59	12	7	12
Limited English Proficient Students	NC	774	13856	NC	99	96	NC	406	407	NC	28	27	NC	44	43	NC	28	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	46	1849	38685	100	99	97	420	429	435	30	17	14	22	33	32	43	46	50	4	4	5
Non-Economically Disadvantaged	35	852	40753	100	100	99	450	458	467	14	7	5	20	19	16	51	62	62	14	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	100	100	99	387	413	423	22	11	8	46	43	41	32	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1272	38974	100	100	99	420	427	437	3	7	5	55	36	33	42	53	57	NA	3	4
Male	48	1428	40895	100	100	98	364	401	410	35	13	10	40	50	47	25	36	41	NA	1	2
African American	10	172	4203	100	100	99	NA	406	411	NA	13	11	NA	49	45	NA	37	43	NA	1	2
Hispanic	27	1269	34481	100	99	99	382	403	410	26	13	10	33	47	46	41	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	397	426	437	18	7	5	49	38	35	33	51	56	NA	3	5
Students with Disabilities	21	382	10258	100	100	94	315	355	377	67	33	23	24	48	51	10	18	25	NA	1	1
Students without Disabilities	60	2318	69713	100	100	100	412	422	429	7	7	5	53	43	39	40	48	52	NA	2	3
Limited English Proficient Students	NC	772	13985	NC	99	97	NC	387	382	NC	18	18	NC	52	54	NC	30	27	NC	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	46	1850	38994	100	99	98	380	405	409	26	12	10	43	48	47	30	39	41	NA	1	1
Non-Economically Disadvantaged	35	850	40977	100	100	100	397	431	437	17	7	5	49	34	34	34	55	56	NA	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	83	2820	80147	100	100	99	451	468	482	16	14	11	37	22	17	43	49	49	4	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1371	39281	100	100	99	453	469	483	15	12	9	35	24	17	45	50	50	5	15	24
Male	43	1448	40780	100	100	98	450	468	482	16	16	12	40	21	17	42	48	48	2	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	22	1209	33494	100	100	99	444	455	466	9	19	15	50	27	23	41	44	49	NA	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	49	1220	36122	100	100	99	457	484	501	16	8	5	31	16	10	47	53	50	6	23	35
Students with Disabilities	16	447	10295	100	99	92	421	436	443	31	36	33	63	28	26	6	31	33	NA	5	8
Students without Disabilities	67	2373	69852	100	100	100	459	474	488	12	10	7	31	21	16	52	52	51	4	17	26
Limited English Proficient Students	11	625	12722	100	100	97	434	436	441	18	29	27	55	35	33	27	34	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	38	1837	38371	100	99	97	441	458	465	21	17	15	45	26	23	34	47	49	NA	9	13
Non-Economically Disadvantaged	45	983	41776	100	100	100	460	487	498	11	7	6	31	15	11	51	52	49	7	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	83	2816	79686	100	100	98	448	458	470	19	15	11	34	29	24	46	52	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1372	39163	100	100	99	454	463	475	13	12	9	38	28	22	48	55	60	3	5	10
Male	43	1443	40438	100	99	97	442	453	465	26	18	13	30	29	25	44	49	54	NA	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	22	1208	33299	100	100	98	435	443	452	23	21	17	41	35	32	36	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	49	1216	35914	100	99	98	456	475	489	14	9	5	29	21	15	55	62	67	2	8	14
Students with Disabilities	16	442	9808	100	98	87	407	418	432	63	46	35	19	31	32	19	23	30	NA	1	3
Students without Disabilities	67	2374	69878	100	100	100	457	465	475	9	10	8	37	28	23	52	57	61	1	5	9
Limited English Proficient Students	11	626	12594	100	100	96	409	419	422	36	35	34	64	44	45	NA	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	38	1839	38095	100	99	97	433	447	452	29	19	17	42	34	32	29	46	48	NA	2	3
Non-Economically Disadvantaged	45	977	41591	100	100	99	460	479	486	11	8	6	27	20	16	60	63	65	2	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	81	2835	80372	98	100	99	463	465	475	4	7	4	44	34	30	52	59	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1378	39452	100	100	99	480	479	488	NA	4	3	35	28	22	65	67	72	NA	2	3
Male	41	1456	40836	95	100	98	446	451	464	7	9	6	54	39	37	39	50	56	NA	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	21	1213	33608	95	100	99	466	453	462	5	9	6	38	39	36	57	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	49	1230	36213	100	100	99	464	477	489	4	4	2	43	29	22	53	65	72	NA	1	3
Students with Disabilities	14	457	10526	88	100	94	410	414	427	21	21	15	50	53	53	29	26	31	NA	NA	1
Students without Disabilities	67	2378	69846	100	100	100	474	474	482	NA	4	3	43	30	26	57	65	69	NA	1	2
Limited English Proficient Students	11	629	12747	100	100	97	444	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	37	1850	38521	97	100	98	450	455	461	8	8	6	46	39	38	46	52	55	NA	1	1
Non-Economically Disadvantaged	44	985	41851	98	100	100	474	483	489	NA	4	3	43	24	22	57	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	76	2774	79306	100	100	99	504	487	504	21	19	13	13	26	20	45	45	49	21	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1319	38845	100	100	99	514	488	505	15	17	11	15	28	20	42	46	50	27	9	18
Male	43	1453	40383	100	100	98	497	487	504	26	21	14	12	25	19	47	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	27	1226	32673	100	100	99	501	473	487	30	25	18	4	32	25	48	39	46	19	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	40	1191	36234	100	99	99	509	503	523	18	13	6	10	19	13	50	53	52	23	16	28
Students with Disabilities	20	459	10286	100	99	91	446	452	462	65	49	41	20	31	27	10	18	27	5	3	5
Students without Disabilities	56	2315	69020	100	100	100	525	494	510	5	13	9	11	25	18	57	50	52	27	11	21
Limited English Proficient Students	NC	471	10291	NC	98	96	NC	448	458	NC	46	38	NC	37	34	NC	16	26	NC	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	37	1788	37437	100	99	97	498	476	486	27	23	19	14	31	26	38	41	46	22	5	9
Non-Economically Disadvantaged	39	986	41869	100	100	100	510	507	521	15	12	7	13	17	14	51	53	51	21	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	77	2772	79000	100	100	98	482	478	489	14	14	10	25	28	24	56	53	58	5	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1319	38774	100	100	99	500	484	494	9	10	7	18	26	22	61	58	61	12	6	10
Male	44	1451	40150	100	100	98	469	473	485	18	18	12	30	30	25	52	48	55	NA	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	27	1225	32508	100	100	99	470	465	472	11	19	15	37	36	33	44	43	49	7	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	41	1190	36135	100	99	98	491	494	508	17	9	4	15	19	14	63	63	67	5	9	15
Students with Disabilities	21	457	9991	100	98	88	438	440	449	48	42	33	29	36	36	24	20	29	NA	1	2
Students without Disabilities	56	2315	69009	100	100	100	499	485	495	2	9	6	23	26	22	68	59	62	7	6	10
Limited English Proficient Students	NC	471	10199	NC	98	95	NC	435	439	NC	41	35	NC	45	47	NC	15	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	37	1787	37234	100	99	97	474	469	472	14	17	15	32	33	33	49	48	50	5	2	3
Non-Economically Disadvantaged	40	985	41766	100	100	99	490	496	505	15	9	5	18	19	16	63	61	65	5	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	76	2787	79611	100	100	99	485	484	496	12	10	7	38	39	37	50	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	1321	39016	100	100	99	515	503	511	NA	6	4	42	31	29	58	63	66	NA	0	1
Male	43	1464	40519	100	100	98	462	467	482	21	14	10	35	46	44	44	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	27	1231	32855	100	100	99	466	471	481	15	13	10	56	44	43	30	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	40	1198	36380	100	100	99	497	498	511	13	7	4	25	33	30	63	60	65	NA	0	1
Students with Disabilities	20	471	10664	100	100	94	424	426	440	35	27	23	45	56	54	20	17	22	NA	NA	1
Students without Disabilities	56	2316	68947	100	100	100	507	495	504	4	6	4	36	35	34	61	58	61	NA	0	1
Limited English Proficient Students	NC	473	10362	NC	99	97	NC	428	438	NC	25	22	NC	56	57	NC	20	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	37	1799	37626	100	100	98	468	475	479	19	11	10	41	42	45	41	46	45	NA	0	0
Non-Economically Disadvantaged	39	988	41985	100	100	100	501	500	511	5	7	4	36	32	30	59	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	68	2675	79327	100	100	98	524	505	518	16	25	19	18	22	20	50	43	46	16	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1240	38961	100	100	98	522	507	520	11	23	16	17	21	20	63	46	48	9	10	16
Male	33	1435	40295	100	100	97	526	504	516	21	26	21	18	22	19	36	40	44	24	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	22	1153	32327	100	99	98	504	488	499	27	34	27	27	26	25	36	35	41	9	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	35	1151	36373	100	100	98	534	526	538	9	14	10	11	17	14	57	50	52	23	19	25
Students with Disabilities	13	339	9321	100	98	87	471	461	467	62	61	54	23	20	22	15	17	21	NA	2	3
Students without Disabilities	55	2336	70006	100	100	100	537	511	524	5	19	14	16	22	19	58	46	49	20	12	18
Limited English Proficient Students	NC	408	9431	NC	99	95	NC	456	466	NC	64	53	NC	24	27	NC	11	18	NC	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	29	1696	37097	100	99	97	516	492	498	24	31	27	17	24	25	41	39	41	17	6	7
Non-Economically Disadvantaged	39	979	42230	100	100	99	531	528	535	10	14	11	18	17	15	56	49	50	15	20	24

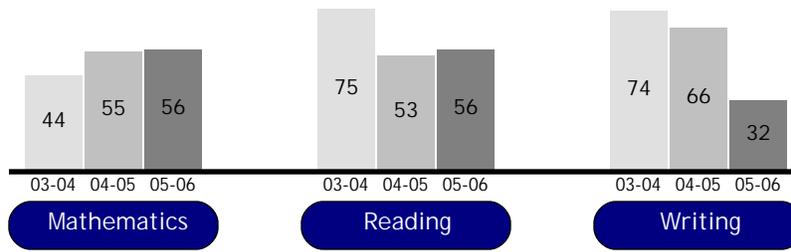
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	2672	79501	100	100	98	505	490	497	12	14	10	13	27	25	72	56	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1239	39062	100	100	99	515	497	502	9	11	8	9	25	23	77	60	64	6	4	5
Male	33	1433	40368	100	100	98	495	484	491	15	16	13	18	29	27	67	52	57	NA	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	22	1152	32389	100	99	98	489	473	478	18	21	16	18	34	34	64	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	35	1150	36446	100	100	99	521	509	516	3	6	4	11	18	15	80	70	73	6	7	7
Students with Disabilities	13	336	9411	100	97	88	449	448	453	62	46	36	23	32	36	8	20	26	8	1	1
Students without Disabilities	55	2336	70090	100	100	100	518	496	502	NA	9	7	11	26	24	87	61	65	2	4	5
Limited English Proficient Students	NC	407	9401	NC	99	94	NC	437	443	NC	50	40	NC	39	46	NC	11	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	29	1694	37183	100	99	97	486	478	479	14	18	16	24	33	34	62	48	49	NA	1	1
Non-Economically Disadvantaged	39	978	42318	100	100	99	519	510	513	10	7	5	5	18	17	79	68	70	5	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	68	2680	80000	100	100	99	572	561	564	NA	4	3	12	10	11	82	78	75	6	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1239	39288	100	100	99	589	579	579	NA	2	2	3	5	6	89	81	77	9	13	16
Male	33	1441	40644	100	100	98	553	546	549	NA	5	4	21	15	15	76	75	74	3	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	22	1152	32672	100	99	99	561	549	548	NA	5	4	23	12	14	73	78	76	5	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	35	1156	36602	100	100	99	573	575	579	NA	2	2	9	9	7	83	76	75	9	13	16
Students with Disabilities	13	345	9919	100	100	93	506	504	505	NA	10	9	54	33	35	38	54	54	8	3	2
Students without Disabilities	55	2335	70081	100	100	100	587	569	571	NA	3	2	2	7	7	93	81	79	5	9	12
Limited English Proficient Students	NC	405	9571	NC	98	96	NC	495	502	NC	14	10	NC	24	29	NC	62	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	29	1700	37534	100	99	98	559	551	547	NA	4	4	17	12	15	79	78	76	3	6	5
Non-Economically Disadvantaged	39	980	42466	100	100	100	581	578	578	NA	3	2	8	7	7	85	77	75	8	14	16

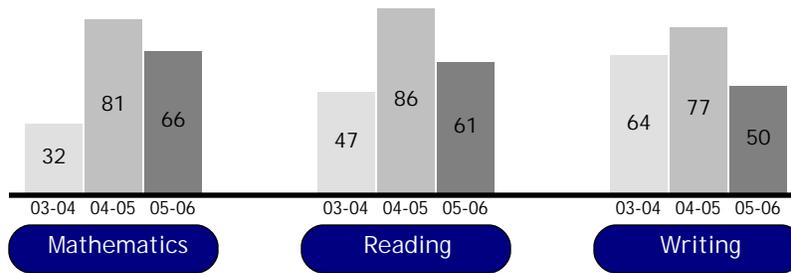
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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	93	58	NA	58	100	42	40	47	98	35	35	46
	Language	96	51	44	50	100	41	40	47	98	34	35	48
	Mathematics	97	51	57	64	100	35	41	50	98	41	39	52
3	Reading	91	50	NA	55	100	42	40	44	100	35	37	46
	Language	99	52	56	61	100	34	40	44	100	37	39	46
	Mathematics	100	51	53	61	100	38	44	51	100	27	43	52
4	Reading	94	63	NA	56	100	46	42	48	100	37	44	52
	Language	100	58	48	52	100	47	44	49	100	35	44	52
	Mathematics	100	65	54	61	100	47	45	53	100	35	48	58
5	Reading	100	52	NA	55	100	58	47	50	100	54	48	56
	Language	100	47	45	49	100	58	48	50	100	44	44	54
	Mathematics	100	58	57	63	100	53	44	49	100	50	41	52
6	Reading	99	57	NA	56	99	52	48	51	100	58	52	56
	Language	99	55	44	48	99	47	45	47	100	59	46	50
	Mathematics	99	65	60	66	98	53	46	52	100	63	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/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	ü To facilitate school improvement
2 Non-certified Employee(s)	ü To address short-term needs
5 Teacher(s)	ü To develop increased communications
6 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	31.65
Other Professional Staff	2.00	Teacher Aide	7.58

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	78
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Rooms
- ü Library
- ü Computer/Technology Lab
- ü Band Room

Extracurricular Activities

- ü Band/Strings Programs
- ü Chorus
- ü Student Council
- ü Weekend Soccer
- ü Artist-In-Residence Program
- ü Boys/Girls Basketball

Social Services

- ü Lunch/Breakfast Programs
- ü Health Services
- ü Extended Day Care
- ü Occupational Therapy
- ü Pre-School
- ü Physician Therapy
- ü Parent Teacher Association
- ü Crisis Team

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implemented activities to develop understanding of the revised Math Curriculum.
  
- ü Implemented activities to develop understanding of the revised Reading Curriculum.
  
- ü Implemented activities to develop understanding of the renewed Science Curriculum.
  
- ü Implemented activities to develop understanding and implementation of the DRA in grades four through six.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	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) :

1

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	Mike Peterson	(602) 896-5101
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Juanita Miller	(602) 896-5159
Student Health/Nurse	Jim Baggott	(602) 896-5110

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

5 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](http://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.