

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9650 N 39th Ave, Phoenix, AZ 85051

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
2004-05	Performing
2003-04	Performing

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

School Overview

Principal/Administrator : Mrs. Kaylene Ashbridge
 Schedule : 07:00 AM to 03:30 PM
 Grades : K-6
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-2100
 Fax Number : (602) 347-2120
 E-mail : kashbri@wesd.k12.az.us

Mission

The mission of Cactus Wren School is to provide a safe environment that promotes academic excellence while developing personal responsibility.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
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 continue to implement the revised math curriculum, the revised language arts curriculum, technology plans and related assessments.
- ü To implement district and state assessments by articulating their purpose, accurately administrating them, interpreting and evaluating their purpose and results to plan/modify instruction, and develop and utilize efficient record-keeping strategies.
- ü Teachers will incorporate and utilize systematic, scientifically research-based instructional strategies and practices to meet the needs of a diverse student population, with an emphasis on literacy instruction.

Enrollment

October 1, 2005 School Year Student Enrollment : 500
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 34

Instructional Programs

- ü Art and Technology
- ü Music and Music Therapy
- ü Physical Education and Adaptive PE
- ü Before and after school activities
- ü Gifted Classes
- ü Literacy Lab
- ü Full Day Kindergarten
- ü Self-contained Special Education Classes

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

We provide an environment where all children can learn & decisions are made in their best interest through: a safe environment, consistent leadership, effective instructional practices, student achievement, welcoming community, and professional development.

Parents

Emphasize the importance of learning in the home. Assist children in adhering to school rules. Support Make Your Day philosophy and program. Send children to school on time, healthy, nurtured and ready to learn with consistent attendance.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. 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
ü Artist-in-Residence Grants	2003
ü Project GOAL Library Achievement	2003
ü Block Watch Grants	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	64	2709	80010	100	100	99	414	435	447	31	15	10	25	24	18	39	49	53	5	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	1273	38935	95	100	99	428	435	447	32	13	9	11	25	19	47	50	55	11	12	17
Male	45	1436	40974	100	100	98	408	435	448	31	16	11	31	23	18	36	49	52	2	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	30	1275	34545	100	100	99	404	422	432	37	20	14	30	30	24	33	46	53	NA	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	27	1071	35142	96	100	99	422	453	465	26	8	5	22	17	11	44	54	56	7	21	28
Students with Disabilities	33	385	10161	100	100	93	383	406	419	55	35	28	27	32	28	18	28	36	NA	5	8
Students without Disabilities	31	2324	69849	100	100	100	445	439	451	6	11	7	23	23	17	61	53	56	10	13	19
Limited English Proficient Students	14	774	14013	93	99	97	402	409	413	29	26	24	43	36	34	29	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	37	1854	39029	97	99	98	410	426	432	27	18	14	35	29	25	35	47	52	3	6	9
Non-Economically Disadvantaged	27	855	40981	100	100	100	418	455	462	37	9	6	11	14	13	44	54	54	7	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	63	2701	79438	98	100	98	415	438	451	32	14	9	27	29	24	37	51	56	5	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	1271	38775	95	100	99	444	444	457	21	11	7	16	28	22	53	53	58	11	8	13
Male	44	1430	40560	100	100	97	402	433	446	36	17	12	32	29	25	30	49	54	2	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	29	1272	34297	100	100	98	406	424	434	31	19	14	34	36	31	34	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	27	1068	34887	96	100	98	423	456	471	33	8	4	19	20	15	37	61	63	11	11	18
Students with Disabilities	32	377	9588	97	99	88	374	399	416	63	43	30	25	30	32	13	24	34	NA	3	5
Students without Disabilities	31	2324	69850	100	100	100	456	444	456	NA	10	7	29	28	23	61	55	59	10	7	12
Limited English Proficient Students	14	774	13856	93	99	96	402	406	407	36	28	27	43	44	43	21	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	37	1849	38685	97	99	97	412	429	435	30	17	14	32	33	32	38	46	50	NA	4	5
Non-Economically Disadvantaged	26	852	40753	100	100	99	418	458	467	35	7	5	19	19	16	35	62	62	12	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	64	2700	79971	100	100	99	355	413	423	41	11	8	30	43	41	28	44	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	1272	38974	100	100	99	397	427	437	20	7	5	30	36	33	50	53	57	NA	3	4
Male	44	1428	40895	100	100	98	336	401	410	50	13	10	30	50	47	18	36	41	2	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	29	1269	34481	100	99	99	356	403	410	38	13	10	41	47	46	17	39	43	3	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	28	1069	35150	100	100	99	358	426	437	39	7	5	25	38	35	36	51	56	NA	3	5
Students with Disabilities	33	382	10258	100	100	94	289	355	377	73	33	23	15	48	51	12	18	25	NA	1	1
Students without Disabilities	31	2318	69713	100	100	100	423	422	429	6	7	5	45	43	39	45	48	52	3	2	3
Limited English Proficient Students	14	772	13985	93	99	97	379	387	382	36	18	18	29	52	54	36	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	38	1850	38994	100	99	98	370	405	409	34	12	10	32	48	47	34	39	41	NA	1	1
Non-Economically Disadvantaged	26	850	40977	100	100	100	332	431	437	50	7	5	27	34	34	19	55	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	71	2820	80147	100	100	99	441	468	482	34	14	11	21	22	17	38	49	49	7	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1371	39281	100	100	99	447	469	483	21	12	9	25	24	17	43	50	50	11	15	24
Male	43	1448	40780	98	100	98	437	468	482	42	16	12	19	21	17	35	48	48	5	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	30	1209	33494	100	100	99	429	455	466	47	19	15	13	27	23	37	44	49	3	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	--	108	4117	--	99	96	--	458	456	--	15	19	--	27	27	--	53	46	--	6	8
White	33	1220	36122	100	100	99	456	484	501	18	8	5	24	16	10	48	53	50	9	23	35
Students with Disabilities	37	447	10295	100	99	92	411	436	443	57	36	33	24	28	26	19	31	33	NA	5	8
Students without Disabilities	34	2373	69852	100	100	100	474	474	488	9	10	7	18	21	16	59	52	51	15	17	26
Limited English Proficient Students	15	625	12722	100	100	97	424	436	441	40	29	27	27	35	33	33	34	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	49	1837	38371	98	99	97	433	458	465	39	17	15	24	26	23	31	47	49	6	9	13
Non-Economically Disadvantaged	22	983	41776	100	100	100	459	487	498	23	7	6	14	15	11	55	52	49	9	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	71	2816	79686	100	100	98	431	458	470	37	15	11	23	29	24	39	52	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1372	39163	100	100	99	442	463	475	29	12	9	18	28	22	54	55	60	NA	5	10
Male	43	1443	40438	98	99	97	423	453	465	42	18	13	26	29	25	30	49	54	2	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	30	1208	33299	100	100	98	416	443	452	47	21	17	27	35	32	27	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	--	108	4087	--	99	96	--	448	446	--	15	16	--	41	38	--	42	44	--	3	2
White	33	1216	35914	100	99	98	448	475	489	21	9	5	21	21	15	58	62	67	NA	8	14
Students with Disabilities	37	442	9808	100	98	87	399	418	432	62	46	35	27	31	32	11	23	30	NA	1	3
Students without Disabilities	34	2374	69878	100	100	100	465	465	475	9	10	8	18	28	23	71	57	61	3	5	9
Limited English Proficient Students	15	626	12594	100	100	96	398	419	422	53	35	34	27	44	45	20	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	49	1839	38095	98	99	97	419	447	452	47	19	17	20	34	32	31	46	48	2	2	3
Non-Economically Disadvantaged	22	977	41591	100	100	99	457	479	486	14	8	6	27	20	16	59	63	65	NA	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	70	2835	80372	100	100	99	418	465	475	30	7	4	27	34	30	41	59	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	1378	39452	100	100	99	456	479	488	15	4	3	26	28	22	56	67	72	4	2	3
Male	43	1456	40836	98	100	98	394	451	464	40	9	6	28	39	37	33	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	30	1213	33608	100	100	99	391	453	462	37	9	6	30	39	36	30	51	57	3	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	--	108	4128	--	99	97	--	461	464	--	8	4	--	32	39	--	59	56	--	NA	1
White	32	1230	36213	100	100	99	443	477	489	22	4	2	22	29	22	56	65	72	NA	1	3
Students with Disabilities	36	457	10526	100	100	94	357	414	427	56	21	15	25	53	53	19	26	31	NA	NA	1
Students without Disabilities	34	2378	69846	100	100	100	482	474	482	3	4	3	29	30	26	65	65	69	3	1	2
Limited English Proficient Students	15	629	12747	100	100	97	362	427	432	40	15	12	40	50	52	20	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	49	1850	38521	98	100	98	400	455	461	35	8	6	33	39	38	31	52	55	2	1	1
Non-Economically Disadvantaged	21	985	41851	100	100	100	461	483	489	19	4	3	14	24	22	67	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	83	2774	79306	100	100	99	469	487	504	36	19	13	22	26	20	37	45	49	5	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1319	38845	100	100	99	479	488	505	23	17	11	23	28	20	50	46	50	3	9	18
Male	53	1453	40383	100	100	98	463	487	504	43	21	14	21	25	19	30	44	47	6	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	34	1226	32673	100	100	99	457	473	487	41	25	18	24	32	25	32	39	46	3	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	35	1191	36234	100	99	99	485	503	523	26	13	6	20	19	13	46	53	52	9	16	28
Students with Disabilities	37	459	10286	100	99	91	434	452	462	76	49	41	11	31	27	14	18	27	NA	3	5
Students without Disabilities	46	2315	69020	100	100	100	497	494	510	4	13	9	30	25	18	57	50	52	9	11	21
Limited English Proficient Students	13	471	10291	100	98	96	442	448	458	46	46	38	38	37	34	15	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	47	1788	37437	100	99	97	458	476	486	40	23	19	23	31	26	34	41	46	2	5	9
Non-Economically Disadvantaged	36	986	41869	100	100	100	484	507	521	31	12	7	19	17	14	42	53	51	8	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	83	2772	79000	100	100	98	457	478	489	36	14	10	22	28	24	40	53	58	2	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1319	38774	100	100	99	473	484	494	27	10	7	13	26	22	57	58	61	3	6	10
Male	53	1451	40150	100	100	98	448	473	485	42	18	12	26	30	25	30	48	55	2	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	34	1225	32508	100	100	98	451	465	472	38	19	15	21	36	33	41	43	49	NA	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	35	1190	36135	100	99	98	470	494	508	29	9	4	17	19	14	49	63	67	6	9	15
Students with Disabilities	37	457	9991	100	98	88	422	440	449	68	42	33	22	36	36	11	20	29	NA	1	2
Students without Disabilities	46	2315	69009	100	100	100	485	485	495	11	9	6	22	26	22	63	59	62	4	6	10
Limited English Proficient Students	13	471	10199	100	98	95	423	435	439	62	41	35	31	45	47	8	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	47	1787	37234	100	99	97	449	469	472	38	17	15	28	33	33	32	48	50	2	2	3
Non-Economically Disadvantaged	36	985	41766	100	100	99	467	496	505	33	9	5	14	19	16	50	61	65	3	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	83	2787	79611	100	100	99	426	484	496	30	10	7	48	39	37	22	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1321	39016	100	100	99	477	503	511	7	6	4	60	31	29	33	63	66	NA	0	1
Male	53	1464	40519	100	100	98	396	467	482	43	14	10	42	46	44	15	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	34	1231	32855	100	100	99	419	471	481	35	13	10	47	44	43	18	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	35	1198	36380	100	100	99	437	498	511	26	7	4	43	33	30	31	60	65	NA	0	1
Students with Disabilities	37	471	10664	100	100	94	357	426	440	62	27	23	32	56	54	5	17	22	NA	NA	1
Students without Disabilities	46	2316	68947	100	100	100	481	495	504	4	6	4	61	35	34	35	58	61	NA	0	1
Limited English Proficient Students	13	473	10362	100	99	97	388	428	438	31	25	22	69	56	57	NA	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	47	1799	37626	100	100	98	413	475	479	32	11	10	49	42	45	19	46	45	NA	0	0
Non-Economically Disadvantaged	36	988	41985	100	100	100	442	500	511	28	7	4	47	32	30	25	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	58	2675	79327	100	100	98	480	505	518	43	25	19	17	22	20	33	43	46	7	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1240	38961	100	100	98	485	507	520	35	23	16	12	21	20	50	46	48	4	10	16
Male	32	1435	40295	100	100	97	476	504	516	50	26	21	22	22	19	19	40	44	9	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	23	1153	32327	100	99	98	471	488	499	43	34	27	22	26	25	35	35	41	NA	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	--	114	4391	--	100	96	--	491	489	--	32	32	--	29	27	--	34	36	--	4	4
White	25	1151	36373	100	100	98	488	526	538	44	14	10	16	17	14	24	50	52	16	19	25
Students with Disabilities	18	339	9321	100	98	87	432	461	467	89	61	54	6	20	22	6	17	21	NA	2	3
Students without Disabilities	40	2336	70006	100	100	100	502	511	524	23	19	14	23	22	19	45	46	49	10	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	41	1696	37097	100	99	97	469	492	498	49	31	27	17	24	25	34	39	41	NA	6	7
Non-Economically Disadvantaged	17	979	42230	100	100	99	506	528	535	29	14	11	18	17	15	29	49	50	24	20	24

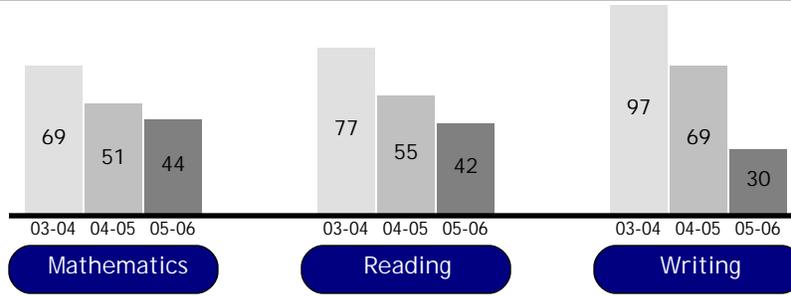
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	2672	79501	100	100	98	466	490	497	31	14	10	26	27	25	41	56	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1239	39062	100	100	99	472	497	502	23	11	8	23	25	23	54	60	64	NA	4	5
Male	32	1433	40368	100	100	98	462	484	491	38	16	13	28	29	27	31	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	23	1152	32389	100	99	98	457	473	478	30	21	16	39	34	34	30	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	--	114	4401	--	100	96	--	480	473	--	14	17	--	41	40	--	44	43	--	1	1
White	25	1150	36446	100	100	99	478	509	516	28	6	4	20	18	15	48	70	73	4	7	7
Students with Disabilities	18	336	9411	100	97	88	418	448	453	78	46	36	17	32	36	6	20	26	NA	1	1
Students without Disabilities	40	2336	70090	100	100	100	488	496	502	10	9	7	30	26	24	58	61	65	3	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	41	1694	37183	100	99	97	458	478	479	37	18	16	24	33	34	39	48	49	NA	1	1
Non-Economically Disadvantaged	17	978	42318	100	100	99	488	510	513	18	7	5	29	18	17	47	68	70	6	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	58	2680	80000	100	100	99	505	561	564	12	4	3	29	10	11	59	78	75	NA	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1239	39288	100	100	99	528	579	579	8	2	2	19	5	6	73	81	77	NA	13	16
Male	32	1441	40644	100	100	98	487	546	549	16	5	4	38	15	15	47	75	74	NA	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	23	1152	32672	100	99	99	511	549	548	17	5	4	22	12	14	61	78	76	NA	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	--	114	4424	--	100	97	--	570	549	--	NA	3	--	6	14	--	88	77	--	6	5
White	25	1156	36602	100	100	99	505	575	579	4	2	2	40	9	7	56	76	75	NA	13	16
Students with Disabilities	18	345	9919	100	100	93	423	504	505	28	10	9	61	33	35	11	54	54	NA	3	2
Students without Disabilities	40	2335	70081	100	100	100	542	569	571	5	3	2	15	7	7	80	81	79	NA	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	41	1700	37534	100	99	98	497	551	547	17	4	4	27	12	15	56	78	76	NA	6	5
Non-Economically Disadvantaged	17	980	42466	100	100	100	527	578	578	NA	3	2	35	7	7	65	77	75	NA	14	16

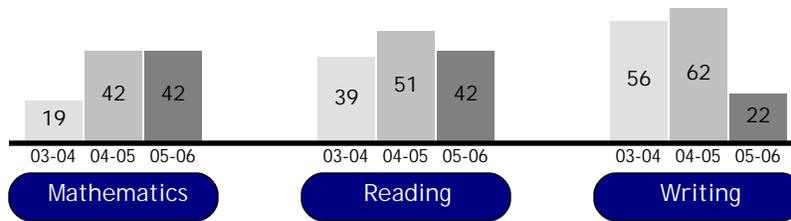
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	60	NA	58	100	25	40	47	100	21	35	46
	Language	96	48	44	50	100	20	40	47	100	22	35	48
	Mathematics	96	67	57	64	100	22	41	50	100	18	39	52
3	Reading	100	53	NA	55	97	37	40	44	98	20	37	46
	Language	100	61	56	61	97	34	40	44	98	21	39	46
	Mathematics	100	56	53	61	97	34	44	51	100	25	43	52
4	Reading	100	51	NA	56	100	41	42	48	100	24	44	52
	Language	100	44	48	52	100	38	44	49	100	24	44	52
	Mathematics	100	60	54	61	100	39	45	53	100	30	48	58
5	Reading	97	42	NA	55	100	37	47	50	100	30	48	56
	Language	97	35	45	49	100	39	48	50	100	27	44	54
	Mathematics	97	52	57	63	100	31	44	49	100	28	41	52
6	Reading	95	49	NA	56	100	45	48	51	100	28	52	56
	Language	100	41	44	48	100	34	45	47	100	24	46	50
	Mathematics	100	64	60	66	100	37	46	52	100	28	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
3 Teacher(s)	Ü To develop increased communications
3 Parent(s)	Ü To facilitate budget implementation
1 Community Member(s)	Ü To engage in shared decision-making
0 Student(s)	Ü To facilitate staffing decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.90
Other Professional Staff	2.50	Teacher Aide	22.53

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	81
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 Computer/Technology Lab
- Ü Library/Media Center
- Ü Science Labs
- Ü Literacy Lab

Extracurricular Activities

- Ü M.O.S.T. Before and After school care
- Ü Student Council
- Ü Special Olympics participation
- Ü After School Music Programs
- Ü Before School Cross Country
- Ü After School Tutoring

Social Services

- Ü Artist-in-Residence Program
- Ü Counseling Services
- Ü Trips to Phoenix Assistance League
- Ü Parenting Classes
- Ü Community Education Programs

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Cactus Wren focused on the school improvement rubrics. Each Learning Team came to consensus choosing a goal that best reflected the team as a whole. Focused and Effective Instructional Practices was selected as the goal.

- ü Cactus Wren's staff worked on building their knowledge of scientifically research-based instructional strategies and practices. The focus revolved around reading based on the results of the AIMS and district assessment data.

- ü Cactus Wren established a literacy lab utilizing small group, intensive reading intervention strategies in grades K-3. A reading specialist and aides use the DIBELS to determine students' proficiency in phonics, phonemic awareness, and fluency.

- ü Fast Track was purchased as a high-interest intervention program for the FFB reading students in grades 4-6.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	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	Kaylene Ashbridge	(602) 347-2100
Transportation Policy	Bruce McWhorter	(602) 896-5284
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Sandy Rowe	(623) 256-6466
Student Health/Nurse	Susie Naugle	(602) 347-2110

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.