

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3808 W Joan D`Arc, Phoenix, AZ 85029

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.

School Overview

Principal/Administrator : Mr. Ken Schofield
 Schedule : 07:40 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 896-5300
 Fax Number : (602) 896-5320
 E-mail : kschofi@wesd.k12.az.us

Mission

Chaparral's mission is to build the foundation for lifelong learners who belong to their community, believe in their own value, ability and potential, and strive to become the best citizens they can be.

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 continue to use assessment to inform instruction with regards to the use of effective strategies and grouping practices proven to meet the needs of diverse learners in the areas of reading and mathematics.
- ü Teachers will continue to design and implement effective strategies and grouping practices proven to meet the needs of diverse learners across the curriculum.
- ü Teachers will continue to implement the revised math curriculum and implement the new math adoption.
- ü Teachers will implement the use of Professional Learning Communities to improve student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 506
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 47

Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Gifted Program
- Ü Olweus Bullying Prevention Program
- Ü Full-day Kindergarten
- Ü Grades K-3 Reading Intervention
- Ü Character Counts
- Ü Band/Strings Programs

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, outstanding student achievement, effective instructional practices, a welcoming community, and personal and professional development.

Parents

Attend school functions: Open House, Council meetings, class meetings, schoolwide events, individual conferences. Take a positive role: Assist and support students' academic learning. Keep open communication between home and school.

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 to 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 Lamp of Learning Award Winner	2004
Ü Phoenix Arts Commission/AZ Commission on the Arts Grant	2003

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	56	2709	80010	100	100	99	450	435	447	5	15	10	16	24	18	66	49	53	13	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1273	38935	100	100	99	445	435	447	7	13	9	21	25	19	61	50	55	11	12	17
Male	28	1436	40974	100	100	98	455	435	448	4	16	11	11	23	18	71	49	52	14	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	16	1275	34545	100	100	99	454	422	432	6	20	14	19	30	24	63	46	53	13	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	--	105	3979	--	100	96	--	423	424	--	16	17	--	30	30	--	49	47	--	5	6
White	33	1071	35142	100	100	99	457	453	465	NA	8	5	12	17	11	73	54	56	15	21	28
Students with Disabilities	NC	385	10161	NC	100	93	NC	406	419	NC	35	28	NC	32	28	NC	28	36	NC	5	8
Students without Disabilities	54	2324	69849	100	100	100	451	439	451	4	11	7	17	23	17	67	53	56	13	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	25	1854	39029	100	99	98	443	426	432	12	18	14	20	29	25	60	47	52	8	6	9
Non-Economically Disadvantaged	31	855	40981	100	100	100	456	455	462	NA	9	6	13	14	13	71	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	56	2701	79438	100	100	98	453	438	451	5	14	9	34	29	24	48	51	56	13	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1271	38775	100	100	99	449	444	457	4	11	7	39	28	22	46	53	58	11	8	13
Male	28	1430	40560	100	100	97	458	433	446	7	17	12	29	29	25	50	49	54	14	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	16	1272	34297	100	100	98	446	424	434	13	19	14	25	36	31	50	42	50	13	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	--	104	3940	--	100	95	--	428	429	--	15	14	--	30	36	--	53	47	--	2	3
White	33	1068	34887	100	100	98	462	456	471	NA	8	4	36	20	15	48	61	63	15	11	18
Students with Disabilities	NC	377	9588	NC	99	88	NC	399	416	NC	43	30	NC	30	32	NC	24	34	NC	3	5
Students without Disabilities	54	2324	69850	100	100	100	456	444	456	4	10	7	33	28	23	50	55	59	13	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	25	1849	38685	100	99	97	437	429	435	12	17	14	48	33	32	32	46	50	8	4	5
Non-Economically Disadvantaged	31	852	40753	100	100	99	467	458	467	NA	7	5	23	19	16	61	62	62	16	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	56	2700	79971	100	100	99	439	413	423	2	11	8	32	43	41	64	44	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1272	38974	100	100	99	450	427	437	NA	7	5	25	36	33	71	53	57	4	3	4
Male	28	1428	40895	100	100	98	428	401	410	4	13	10	39	50	47	57	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	16	1269	34481	100	99	99	430	403	410	6	13	10	19	47	46	75	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	--	105	3995	--	100	96	--	399	409	--	14	10	--	51	47	--	34	42	--	NA	1
White	33	1069	35150	100	100	99	446	426	437	NA	7	5	33	38	35	64	51	56	3	3	5
Students with Disabilities	NC	382	10258	NC	100	94	NC	355	377	NC	33	23	NC	48	51	NC	18	25	NC	1	1
Students without Disabilities	54	2318	69713	100	100	100	439	422	429	2	7	5	31	43	39	65	48	52	2	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	25	1850	38994	100	99	98	428	405	409	4	12	10	32	48	47	64	39	41	NA	1	1
Non-Economically Disadvantaged	31	850	40977	100	100	100	448	431	437	NA	7	5	32	34	34	65	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	71	2820	80147	100	100	99	474	468	482	11	14	11	20	22	17	54	49	49	15	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1371	39281	100	100	99	474	469	483	11	12	9	18	24	17	57	50	50	14	15	24
Male	43	1448	40780	100	100	98	474	468	482	12	16	12	21	21	17	51	48	48	16	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	17	1209	33494	100	100	99	458	455	466	18	19	15	35	27	23	35	44	49	12	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	482	484	501	8	8	5	12	16	10	63	53	50	16	23	35
Students with Disabilities	20	447	10295	100	99	92	445	436	443	35	36	33	20	28	26	35	31	33	10	5	8
Students without Disabilities	51	2373	69852	100	100	100	485	474	488	2	10	7	20	21	16	61	52	51	18	17	26
Limited English Proficient Students	NC	625	12722	NC	100	97	NC	436	441	NC	29	27	NC	35	33	NC	34	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	34	1837	38371	100	99	97	472	458	465	9	17	15	21	26	23	56	47	49	15	9	13
Non-Economically Disadvantaged	37	983	41776	100	100	100	476	487	498	14	7	6	19	15	11	51	52	49	16	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	464	458	470	18	15	11	21	29	24	52	52	57	8	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1372	39163	100	100	99	459	463	475	21	12	9	18	28	22	57	55	60	4	5	10
Male	43	1443	40438	100	99	97	467	453	465	16	18	13	23	29	25	49	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	17	1208	33299	100	100	98	450	443	452	18	21	17	29	35	32	53	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	471	475	489	18	9	5	16	21	15	53	62	67	12	8	14
Students with Disabilities	20	442	9808	100	98	87	426	418	432	50	46	35	25	31	32	20	23	30	5	1	3
Students without Disabilities	51	2374	69878	100	100	100	478	465	475	6	10	8	20	28	23	65	57	61	10	5	9
Limited English Proficient Students	NC	626	12594	NC	100	96	NC	419	422	NC	35	34	NC	44	45	NC	21	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	34	1839	38095	100	99	97	447	447	452	24	19	17	29	34	32	44	46	48	3	2	3
Non-Economically Disadvantaged	37	977	41591	100	100	99	479	479	486	14	8	6	14	20	16	59	63	65	14	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	71	2835	80372	100	100	99	464	465	475	6	7	4	37	34	30	58	59	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	1378	39452	100	100	99	469	479	488	7	4	3	29	28	22	64	67	72	NA	2	3
Male	43	1456	40836	100	100	98	461	451	464	5	9	6	42	39	37	53	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	17	1213	33608	100	100	99	463	453	462	6	9	6	41	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	49	1230	36213	100	100	99	464	477	489	6	4	2	37	29	22	57	65	72	NA	1	3
Students with Disabilities	20	457	10526	100	100	94	428	414	427	15	21	15	50	53	53	35	26	31	NA	NA	1
Students without Disabilities	51	2378	69846	100	100	100	478	474	482	2	4	3	31	30	26	67	65	69	NA	1	2
Limited English Proficient Students	NC	629	12747	NC	100	97	NC	427	432	NC	15	12	NC	50	52	NC	35	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	34	1850	38521	100	100	98	461	455	461	6	8	6	35	39	38	59	52	55	NA	1	1
Non-Economically Disadvantaged	37	985	41851	100	100	100	467	483	489	5	4	3	38	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	58	2774	79306	100	100	99	498	487	504	7	19	13	16	26	20	69	45	49	9	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1319	38845	100	100	99	496	488	505	NA	17	11	23	28	20	69	46	50	8	9	18
Male	32	1453	40383	100	100	98	499	487	504	13	21	14	9	25	19	69	44	47	9	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	16	1226	32673	100	100	99	480	473	487	13	25	18	31	32	25	56	39	46	NA	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	--	98	4034	--	99	97	--	478	479	--	20	22	--	33	29	--	43	43	--	4	7
White	33	1191	36234	100	99	99	509	503	523	6	13	6	6	19	13	73	53	52	15	16	28
Students with Disabilities	NC	459	10286	NC	99	91	NC	452	462	NC	49	41	NC	31	27	NC	18	27	NC	3	5
Students without Disabilities	51	2315	69020	100	100	100	503	494	510	4	13	9	14	25	18	73	50	52	10	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	26	1788	37437	100	99	97	492	476	486	4	23	19	23	31	26	69	41	46	4	5	9
Non-Economically Disadvantaged	32	986	41869	100	100	100	502	507	521	9	12	7	9	17	14	69	53	51	13	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	58	2772	79000	100	100	98	493	478	489	7	14	10	16	28	24	76	53	58	2	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1319	38774	100	100	99	504	484	494	NA	10	7	15	26	22	81	58	61	4	6	10
Male	32	1451	40150	100	100	98	485	473	485	13	18	12	16	30	25	72	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	16	1225	32508	100	100	98	484	465	472	6	19	15	25	36	33	69	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	--	98	4016	--	99	96	--	463	467	--	17	14	--	32	37	--	51	46	--	NA	2
White	33	1190	36135	100	99	98	498	494	508	9	9	4	9	19	14	79	63	67	3	9	15
Students with Disabilities	NC	457	9991	NC	98	88	NC	440	449	NC	42	33	NC	36	36	NC	20	29	NC	1	2
Students without Disabilities	51	2315	69009	100	100	100	499	485	495	2	9	6	14	26	22	82	59	62	2	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	26	1787	37234	100	99	97	491	469	472	4	17	15	12	33	33	85	48	50	NA	2	3
Non-Economically Disadvantaged	32	985	41766	100	100	99	495	496	505	9	9	5	19	19	16	69	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	58	2787	79611	100	100	99	517	484	496	2	10	7	24	39	37	74	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	1321	39016	100	100	99	533	503	511	NA	6	4	12	31	29	88	63	66	NA	0	1
Male	32	1464	40519	100	100	98	504	467	482	3	14	10	34	46	44	63	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	16	1231	32855	100	100	99	505	471	481	NA	13	10	38	44	43	63	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	--	99	3992	--	100	96	--	476	478	--	8	10	--	53	46	--	39	44	--	NA	0
White	33	1198	36380	100	100	99	520	498	511	3	7	4	21	33	30	76	60	65	NA	0	1
Students with Disabilities	NC	471	10664	NC	100	94	NC	426	440	NC	27	23	NC	56	54	NC	17	22	NC	NA	1
Students without Disabilities	51	2316	68947	100	100	100	524	495	504	NA	6	4	22	35	34	78	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	26	1799	37626	100	100	98	516	475	479	4	11	10	19	42	45	77	46	45	NA	0	0
Non-Economically Disadvantaged	32	988	41985	100	100	100	518	500	511	NA	7	4	28	32	30	72	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	73	2675	79327	100	100	98	534	505	518	7	25	19	16	22	20	59	43	46	18	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1240	38961	100	100	98	534	507	520	5	23	16	16	21	20	63	46	48	16	10	16
Male	35	1435	40295	100	100	97	533	504	516	9	26	21	17	22	19	54	40	44	20	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	18	1153	32327	100	99	98	523	488	499	6	34	27	22	26	25	61	35	41	11	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	50	1151	36373	100	100	98	539	526	538	8	14	10	10	17	14	62	50	52	20	19	25
Students with Disabilities	NC	339	9321	NC	98	87	NC	461	467	NC	61	54	NC	20	22	NC	17	21	NC	2	3
Students without Disabilities	66	2336	70006	100	100	100	540	511	524	3	19	14	17	22	19	61	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	27	1696	37097	100	99	97	527	492	498	15	31	27	15	24	25	48	39	41	22	6	7
Non-Economically Disadvantaged	46	979	42230	100	100	99	538	528	535	2	14	11	17	17	15	65	49	50	15	20	24

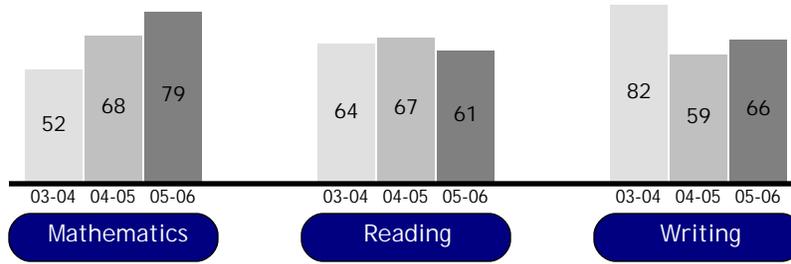
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	2672	79501	100	100	98	510	490	497	7	14	10	11	27	25	75	56	60	7	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1239	39062	100	100	99	516	497	502	8	11	8	11	25	23	71	60	64	11	4	5
Male	35	1433	40368	100	100	98	504	484	491	6	16	13	11	29	27	80	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	18	1152	32389	100	99	98	508	473	478	6	21	16	11	34	34	72	43	48	11	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	50	1150	36446	100	100	99	513	509	516	8	6	4	6	18	15	80	70	73	6	7	7
Students with Disabilities	NC	336	9411	NC	97	88	NC	448	453	NC	46	36	NC	32	36	NC	20	26	NC	1	1
Students without Disabilities	66	2336	70090	100	100	100	515	496	502	5	9	7	9	26	24	79	61	65	8	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	27	1694	37183	100	99	97	503	478	479	7	18	16	19	33	34	63	48	49	11	1	1
Non-Economically Disadvantaged	46	978	42318	100	100	99	514	510	513	7	7	5	7	18	17	83	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	73	2680	80000	100	100	99	586	561	564	1	4	3	1	10	11	84	78	75	14	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1239	39288	100	100	99	606	579	579	NA	2	2	NA	5	6	79	81	77	21	13	16
Male	35	1441	40644	100	100	98	565	546	549	3	5	4	3	15	15	89	75	74	6	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	18	1152	32672	100	99	99	586	549	548	NA	5	4	NA	12	14	94	78	76	6	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	50	1156	36602	100	100	99	588	575	579	2	2	2	2	9	7	78	76	75	18	13	16
Students with Disabilities	NC	345	9919	NC	100	93	NC	504	505	NC	10	9	NC	33	35	NC	54	54	NC	3	2
Students without Disabilities	66	2335	70081	100	100	100	594	569	571	NA	3	2	2	7	7	83	81	79	15	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	27	1700	37534	100	99	98	570	551	547	4	4	4	4	12	15	85	78	76	7	6	5
Non-Economically Disadvantaged	46	980	42466	100	100	100	596	578	578	NA	3	2	NA	7	7	83	77	75	17	14	16

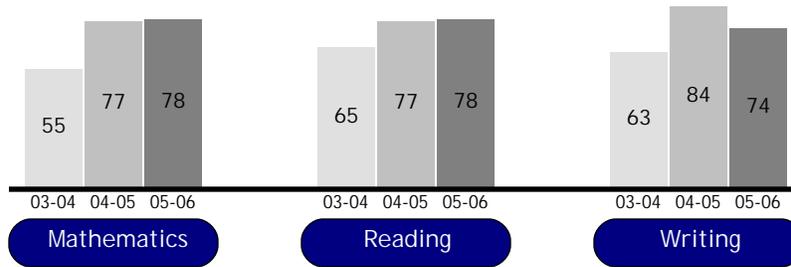
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	90	40	NA	58	100	45	40	47	98	44	35	46
	Language	99	26	44	50	100	50	40	47	98	48	35	48
	Mathematics	100	44	57	64	100	53	41	50	100	56	39	52
3	Reading	97	46	NA	55	100	42	40	44	100	46	37	46
	Language	95	49	56	61	100	41	40	44	100	52	39	46
	Mathematics	97	41	53	61	100	46	44	51	100	58	43	52
4	Reading	99	68	NA	56	100	48	42	48	100	46	44	52
	Language	100	63	48	52	100	53	44	49	100	43	44	52
	Mathematics	100	71	54	61	98	50	45	53	100	50	48	58
5	Reading	95	57	NA	55	100	53	47	50	100	58	48	56
	Language	97	56	45	49	100	56	48	50	100	59	44	54
	Mathematics	97	71	57	63	100	52	44	49	100	48	41	52
6	Reading	97	55	NA	56	100	59	48	51	100	67	52	56
	Language	97	48	44	48	100	54	45	47	100	58	46	50
	Mathematics	97	64	60	66	100	58	46	52	100	61	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 communications
5 Parent(s)	ü To engage in shared decision-making
1 Community Member(s)	ü To facilitate budget implementation
0 Student(s)	ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	3.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	2	2	0	0
7 to 9 years	5	1	0	0
10 or more years	7	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	64
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, Library Facilities
- ü Library/Media Center
- ü Science Lab
- ü Computer Lab

Extracurricular Activities

- ü Skippers
- ü Basketball Program
- ü Student Council
- ü Community Education
- ü Band and Strings
- ü Cross Country
- ü After-School Intervention Classes

Social Services

- ü Artist-in-Residence Program
- ü Breakfast Program
- ü Community Education Classes
- ü Crisis Intervention Services
- ü After School Recreational Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Identified, refined and designed effective strategies and grouping practices proven to meet the needs of diverse learners.

- ü Implemented activities to use the instructional strategy of co-teaching with English Language Learners.

- ü Implemented the new reading curriculum and data based instructional practices.

- ü Implemented the Olweus Bullying Prevention Program and Character Counts.

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	Ken Schofield	(602) 896-5300
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Krystal Pope	(602) 896-5300
Student Health/Nurse	Gail Geary	(602) 896-5310

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.