

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3040 West Yucca Street, 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 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 : Ms. Cherri Rifenburg  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : K-6  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 896-5800  
 Fax Number : (602) 896-5820  
 E-mail : crifemb@lv.wesd.k12.az.us

### Mission

Lakeview's mission is to create an educational experience that will guide a child through life, celebrate the joy of learning through an integrated curriculum, encourage and motivate each child to reach his/her potential, and encourage problem solving and critical thinking.

### 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 a ninety-minute reading block and a sixty-minute writing block.
- ü A Title I Literacy Lab will serve Kindergarten, 4th, 5th and 6th graders.
- 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 Lakeview staff will implement a focused, academic, after-school support program with Blockwatch funding.

### Enrollment

October 1, 2005 School Year Student Enrollment : 622  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 52

Instructional Programs

- ü Art/Music/Physical Education
- ü Technology/Teaching Learning Stations
- ü Year Round - Intersession Classes
- ü Title I
- ü Low Teacher/Student Ratio - Grades 1-3
- ü Band/Strings Program
- ü Before/After School Child Care
- ü English Language Learners

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	7/25/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

Our school strives to provide: A safe environment, dynamic leadership, effective instructional practices, student achievement, a welcoming community, and professional development.

Parents

Parents have the responsibility to see that their child's physical and emotional needs are met. They need to send their child to school ready to learn. Parents should require regular and timely school attendance. They should provide a quiet study place in the home for their son/daughter and should check daily homework. It is important for parents to emphasize the value of school and provide praise and encouragement to their children.

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 Neighborhood Block Watch Grant	2001
ü Neighborhood Block Watch Grant	2002
ü Neighborhood Block Watch Grant	2003
ü Neighborhood Block Watch Grant	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	82	2709	80010	100	100	99	437	435	447	11	15	10	28	24	18	56	49	53	5	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1273	38935	100	100	99	431	435	447	13	13	9	35	25	19	48	50	55	5	12	17
Male	42	1436	40974	100	100	98	443	435	448	10	16	11	21	23	18	64	49	52	5	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	29	1275	34545	100	100	99	441	422	432	7	20	14	28	30	24	62	46	53	3	5	9
Asian/Pacific Islander	NC	85	2068	NC	100	99	NC	449	474	NC	8	4	NC	20	10	NC	51	50	NC	21	36
American Indian/Alaskan Native	NC	105	3979	NC	100	96	NC	423	424	NC	16	17	NC	30	30	NC	49	47	NC	5	6
White	38	1071	35142	100	100	99	438	453	465	16	8	5	24	17	11	55	54	56	5	21	28
Students with Disabilities	11	385	10161	100	100	93	410	406	419	36	35	28	18	32	28	45	28	36	NA	5	8
Students without Disabilities	71	2324	69849	100	100	100	441	439	451	7	11	7	30	23	17	58	53	56	6	13	19
Limited English Proficient Students	16	774	14013	100	99	97	413	409	413	19	26	24	50	36	34	31	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	51	1854	39029	98	99	98	437	426	432	8	18	14	35	29	25	53	47	52	4	6	9
Non-Economically Disadvantaged	31	855	40981	100	100	100	436	455	462	16	9	6	16	14	13	61	54	54	6	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2701	79438	100	100	98	440	438	451	11	14	9	27	29	24	61	51	56	1	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1271	38775	100	100	99	445	444	457	8	11	7	28	28	22	63	53	58	3	8	13
Male	42	1430	40560	100	100	97	435	433	446	14	17	12	26	29	25	60	49	54	NA	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	441	424	434	10	19	14	28	36	31	62	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	38	1068	34887	100	100	98	440	456	471	13	8	4	26	20	15	58	61	63	3	11	18
Students with Disabilities	11	377	9588	100	99	88	410	399	416	36	43	30	27	30	32	36	24	34	NA	3	5
Students without Disabilities	71	2324	69850	100	100	100	445	444	456	7	10	7	27	28	23	65	55	59	1	7	12
Limited English Proficient Students	16	774	13856	100	99	96	404	406	407	31	28	27	38	44	43	31	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	51	1849	38685	98	99	97	441	429	435	8	17	14	27	33	32	65	46	50	NA	4	5
Non-Economically Disadvantaged	31	852	40753	100	100	99	439	458	467	16	7	5	26	19	16	55	62	62	3	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	82	2700	79971	100	100	99	402	413	423	12	11	8	48	43	41	40	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1272	38974	100	100	99	416	427	437	8	7	5	33	36	33	60	53	57	NA	3	4
Male	42	1428	40895	100	100	98	388	401	410	17	13	10	62	50	47	21	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	29	1269	34481	100	99	99	396	403	410	14	13	10	59	47	46	28	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	38	1069	35150	100	100	99	404	426	437	11	7	5	45	38	35	45	51	56	NA	3	5
Students with Disabilities	11	382	10258	100	100	94	393	355	377	NA	33	23	82	48	51	18	18	25	NA	1	1
Students without Disabilities	71	2318	69713	100	100	100	403	422	429	14	7	5	42	43	39	44	48	52	NA	2	3
Limited English Proficient Students	16	772	13985	100	99	97	378	387	382	25	18	18	44	52	54	31	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	51	1850	38994	98	99	98	405	405	409	12	12	10	41	48	47	47	39	41	NA	1	1
Non-Economically Disadvantaged	31	850	40977	100	100	100	397	431	437	13	7	5	58	34	34	29	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	97	2820	80147	100	100	99	469	468	482	8	14	11	26	22	17	54	49	49	12	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1371	39281	100	100	99	469	469	483	7	12	9	29	24	17	55	50	50	9	15	24
Male	42	1448	40780	100	100	98	469	468	482	10	16	12	21	21	17	52	48	48	17	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	38	1209	33494	100	100	99	470	455	466	8	19	15	29	27	23	53	44	49	11	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	42	1220	36122	100	100	99	476	484	501	2	8	5	24	16	10	57	53	50	17	23	35
Students with Disabilities	10	447	10295	100	99	92	NA	436	443	NA	36	33	NA	28	26	NA	31	33	NA	5	8
Students without Disabilities	87	2373	69852	100	100	100	471	474	488	7	10	7	26	21	16	54	52	51	13	17	26
Limited English Proficient Students	12	625	12722	100	100	97	451	436	441	8	29	27	58	35	33	25	34	37	8	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	56	1837	38371	98	99	97	475	458	465	4	17	15	23	26	23	63	47	49	11	9	13
Non-Economically Disadvantaged	41	983	41776	100	100	100	460	487	498	15	7	6	29	15	11	41	52	49	15	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	97	2816	79686	100	100	98	464	458	470	9	15	11	30	29	24	56	52	57	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1372	39163	100	100	99	464	463	475	9	12	9	29	28	22	58	55	60	4	5	10
Male	42	1443	40438	100	99	97	464	453	465	10	18	13	31	29	25	52	49	54	7	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	38	1208	33299	100	100	98	462	443	452	8	21	17	32	35	32	58	43	47	3	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	42	1216	35914	100	99	98	473	475	489	7	9	5	29	21	15	55	62	67	10	8	14
Students with Disabilities	10	442	9808	100	98	87	NA	418	432	NA	46	35	NA	31	32	NA	23	30	NA	1	3
Students without Disabilities	87	2374	69878	100	100	100	466	465	475	9	10	8	28	28	23	57	57	61	6	5	9
Limited English Proficient Students	12	626	12594	100	100	96	424	419	422	42	35	34	42	44	45	17	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	56	1839	38095	98	99	97	473	447	452	5	19	17	25	34	32	64	46	48	5	2	3
Non-Economically Disadvantaged	41	977	41591	100	100	99	452	479	486	15	8	6	37	20	16	44	63	65	5	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	97	2835	80372	100	100	99	480	465	475	3	7	4	23	34	30	74	59	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1378	39452	100	100	99	477	479	488	4	4	3	25	28	22	71	67	72	NA	2	3
Male	41	1456	40836	100	100	98	484	451	464	2	9	6	20	39	37	78	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	38	1213	33608	100	100	99	487	453	462	NA	9	6	21	39	36	79	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	42	1230	36213	100	100	99	485	477	489	2	4	2	24	29	22	74	65	72	NA	1	3
Students with Disabilities	10	457	10526	100	100	94	NA	414	427	NA	21	15	NA	53	53	NA	26	31	NA	NA	1
Students without Disabilities	87	2378	69846	100	100	100	482	474	482	3	4	3	22	30	26	75	65	69	NA	1	2
Limited English Proficient Students	12	629	12747	100	100	97	457	427	432	NA	15	12	50	50	52	50	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	57	1850	38521	100	100	98	479	455	461	4	8	6	23	39	38	74	52	55	NA	1	1
Non-Economically Disadvantaged	40	985	41851	100	100	100	482	483	489	3	4	3	23	24	22	75	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	99	2774	79306	100	100	99	493	487	504	13	19	13	24	26	20	55	45	49	8	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1319	38845	100	100	99	491	488	505	18	17	11	20	28	20	55	46	50	6	9	18
Male	50	1453	40383	100	100	98	495	487	504	8	21	14	28	25	19	54	44	47	10	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	22	1226	32673	100	100	99	469	473	487	18	25	18	36	32	25	45	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	NC	98	4034	NC	99	97	NC	478	479	NC	20	22	NC	33	29	NC	43	43	NC	4	7
White	57	1191	36234	100	99	99	504	503	523	12	13	6	19	19	13	54	53	52	14	16	28
Students with Disabilities	13	459	10286	100	99	91	470	452	462	38	49	41	23	31	27	31	18	27	8	3	5
Students without Disabilities	86	2315	69020	100	100	100	497	494	510	9	13	9	24	25	18	58	50	52	8	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	60	1788	37437	100	99	97	483	476	486	13	23	19	32	31	26	50	41	46	5	5	9
Non-Economically Disadvantaged	39	986	41869	100	100	100	509	507	521	13	12	7	13	17	14	62	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	99	2772	79000	100	100	98	486	478	489	7	14	10	27	28	24	62	53	58	4	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1319	38774	100	100	99	492	484	494	4	10	7	20	26	22	71	58	61	4	6	10
Male	50	1451	40150	100	100	98	480	473	485	10	18	12	34	30	25	52	48	55	4	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	22	1225	32508	100	100	98	467	465	472	9	19	15	41	36	33	50	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	57	1190	36135	100	99	98	494	494	508	7	9	4	23	19	14	65	63	67	5	9	15
Students with Disabilities	13	457	9991	100	98	88	461	440	449	8	42	33	69	36	36	23	20	29	NA	1	2
Students without Disabilities	86	2315	69009	100	100	100	490	485	495	7	9	6	21	26	22	67	59	62	5	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	60	1787	37234	100	99	97	478	469	472	7	17	15	35	33	33	57	48	50	2	2	3
Non-Economically Disadvantaged	39	985	41766	100	100	99	499	496	505	8	9	5	15	19	16	69	61	65	8	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	99	2787	79611	100	100	99	489	484	496	6	10	7	48	39	37	45	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1321	39016	100	100	99	507	503	511	4	6	4	35	31	29	61	63	66	NA	0	1
Male	50	1464	40519	100	100	98	472	467	482	8	14	10	62	46	44	30	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	22	1231	32855	100	100	99	477	471	481	9	13	10	68	44	43	23	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	57	1198	36380	100	100	99	494	498	511	5	7	4	44	33	30	51	60	65	NA	0	1
Students with Disabilities	13	471	10664	100	100	94	446	426	440	15	27	23	77	56	54	8	17	22	NA	NA	1
Students without Disabilities	86	2316	68947	100	100	100	496	495	504	5	6	4	44	35	34	51	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	60	1799	37626	100	100	98	483	475	479	8	11	10	43	42	45	48	46	45	NA	0	0
Non-Economically Disadvantaged	39	988	41985	100	100	100	499	500	511	3	7	4	56	32	30	41	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	94	2675	79327	100	100	98	506	505	518	19	25	19	22	22	20	51	43	46	7	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1240	38961	100	100	98	501	507	520	18	23	16	27	21	20	51	46	48	4	10	16
Male	49	1435	40295	100	100	97	511	504	516	20	26	21	18	22	19	51	40	44	10	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	32	1153	32327	100	99	98	500	488	499	28	34	27	25	26	25	41	35	41	6	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	46	1151	36373	100	100	98	516	526	538	13	14	10	20	17	14	57	50	52	11	19	25
Students with Disabilities	11	339	9321	100	98	87	453	461	467	64	61	54	27	20	22	9	17	21	NA	2	3
Students without Disabilities	83	2336	70006	100	100	100	513	511	524	13	19	14	22	22	19	57	46	49	8	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	48	1696	37097	100	99	97	505	492	498	21	31	27	19	24	25	56	39	41	4	6	7
Non-Economically Disadvantaged	46	979	42230	100	100	99	508	528	535	17	14	11	26	17	15	46	49	50	11	20	24

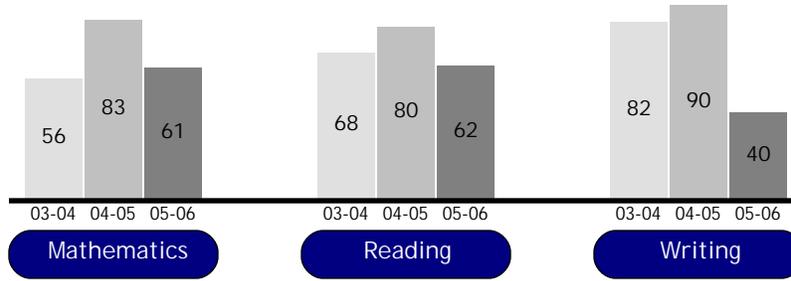
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2672	79501	100	100	98	494	490	497	7	14	10	24	27	25	67	56	60	1	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1239	39062	100	100	99	491	497	502	9	11	8	22	25	23	69	60	64	NA	4	5
Male	49	1433	40368	100	100	98	496	484	491	6	16	13	27	29	27	65	52	57	2	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	32	1152	32389	100	99	98	489	473	478	3	21	16	34	34	34	63	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	46	1150	36446	100	100	99	500	509	516	11	6	4	15	18	15	72	70	73	2	7	7
Students with Disabilities	11	336	9411	100	97	88	451	448	453	36	46	36	36	32	36	27	20	26	NA	1	1
Students without Disabilities	83	2336	70090	100	100	100	499	496	502	4	9	7	23	26	24	72	61	65	1	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	48	1694	37183	100	99	97	491	478	479	4	18	16	31	33	34	63	48	49	2	1	1
Non-Economically Disadvantaged	46	978	42318	100	100	99	496	510	513	11	7	5	17	18	17	72	68	70	NA	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	94	2680	80000	100	100	99	570	561	564	1	4	3	6	10	11	88	78	75	4	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1239	39288	100	100	99	580	579	579	NA	2	2	2	5	6	93	81	77	4	13	16
Male	49	1441	40644	100	100	98	561	546	549	2	5	4	10	15	15	84	75	74	4	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	32	1152	32672	100	99	99	572	549	548	NA	5	4	6	12	14	94	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	NC	114	4424	NC	100	97	NC	570	549	NC	NA	3	NC	6	14	NC	88	77	NC	6	5
White	46	1156	36602	100	100	99	565	575	579	2	2	2	9	9	7	80	76	75	9	13	16
Students with Disabilities	11	345	9919	100	100	93	555	504	505	NA	10	9	NA	33	35	91	54	54	9	3	2
Students without Disabilities	83	2335	70081	100	100	100	572	569	571	1	3	2	7	7	7	88	81	79	4	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	48	1700	37534	100	99	98	575	551	547	NA	4	4	4	12	15	90	78	76	6	6	5
Non-Economically Disadvantaged	46	980	42466	100	100	100	565	578	578	2	3	2	9	7	7	87	77	75	2	14	16

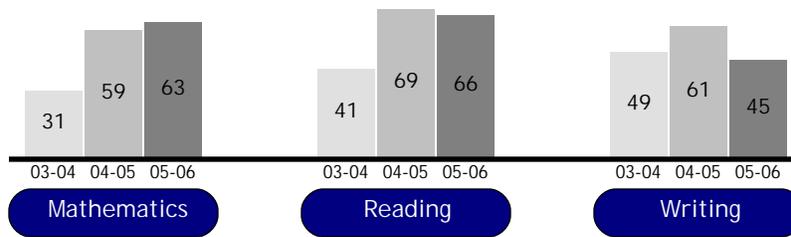
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	70	NA	58	99	41	40	47	100	35	35	46
	Language	100	66	44	50	99	42	40	47	100	37	35	48
	Mathematics	99	77	57	64	100	44	41	50	100	41	39	52
3	Reading	97	62	NA	55	99	47	40	44	99	41	37	46
	Language	98	68	56	61	99	49	40	44	99	41	39	46
	Mathematics	97	65	53	61	99	45	44	51	99	46	43	52
4	Reading	97	50	NA	56	100	46	42	48	100	52	44	52
	Language	98	46	48	52	100	47	44	49	100	50	44	52
	Mathematics	98	55	54	61	100	43	45	53	100	50	48	58
5	Reading	96	54	NA	55	99	51	47	50	100	54	48	56
	Language	98	44	45	49	99	47	48	50	100	50	44	54
	Mathematics	98	55	57	63	100	43	44	49	100	44	41	52
6	Reading	95	58	NA	56	100	55	48	51	100	58	52	56
	Language	100	48	44	48	100	51	45	47	100	46	46	50
	Mathematics	100	53	60	66	100	51	46	52	100	48	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

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communications
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.30
Other Professional Staff	1.00	Teacher Aide	6.80

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	1	0	0
10 or more years	11	7	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	89
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	34%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE
- ü Library Facilities
- ü Computer Lab
- ü Science Lab

Extracurricular Activities

- ü Band - Grades 4, 5 and 6
- ü Student Council - Grades 5-6
- ü Strings - Grades 4, 5 and 6
- ü Boys/Girls Basketball 5-6
- ü Afterschool Classes - Grades K-6
- ü Choir 4-6
- ü Intersession Classes - Grades K-6
- ü Cross Country

Social Services

- ü Boy Scouts/Girl Scouts
- ü Intersession Classes
- ü PTA
- ü Before/After School Child Care
- ü Afterschool Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Redesigned the Title I program to be school-wide with an emphasis on reading skills for Grades K, 4-6.
  
- ü Administered the K-6 Developmental Reading Assessment. Used the results to plan for instruction and to set class goals.
  
- ü Received a Block Watch Grant from the City of Phoenix for after school enrichment.
  
- ü Implemented the revised Supervisory Process.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	91	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) :

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	Cherri Rifenburg	(602) 896-5800
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	David Caldwell	(602) 896-6803
Parent Organization	Monica Miller	(602) 896-5800
Student Health/Nurse	Melissa Groom	(602) 896-5810

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.