



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15 W Coral Gables Dr, Phoenix, AZ 85023

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	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mr. Leonard Sweeney  
 Schedule : 07:30 AM to 04:00 PM  
 Grades : Pre-K-6  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 896-5900  
 Fax Number : (602) 896-5920  
 E-mail : lsweene@lm.wesd.k12.az.us

Mission

Lookout Mountain School's mission is to prepare students to meet challenges of the 21st Century. Instruction will include a broad knowledge base of research, information retrieval skills, problem-solving techniques and cooperative learning strategies.

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 Design and plan lessons and classroom activities that focus on the established curriculum, Arizona Academic Standards, and student data.
- ü Teachers will improve student engagement in the learning by understanding the critical elements and participating in walk through observations of classroom instruction.
- ü Continue to assess students with the Developmental Reading Assessment and the DIBELS.
- 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.

Enrollment

October 1, 2005 School Year Student Enrollment : 980  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 84

Instructional Programs

- ü Band/Strings/Orchestra
- ü Drug/Alcohol/Tobacco Prevention Programs
- ü On-site Special Education Program
- ü Technology Teaching/Learning Stations
- ü Vocal Music
- ü Art
- ü Physical Education
- ü Community of Caring School

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

Parents

Parents are encouraged and/or invited to engage in meaningful activities that support the learning of all students.

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 No School Left Behind Improving School Status	2002
ü National Teacher Certification Board Recipient--3 Recip	2003
ü National Teacher Certification Board Finalists--2	2002
ü WESD Lamp of Learning- 1 Recipient	2005

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	134	2709	80010	100	100	99	485	435	447	3	15	10	4	24	18	43	49	53	50	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1273	38935	100	100	99	480	435	447	6	13	9	5	25	19	40	50	55	49	12	17
Male	71	1436	40974	100	100	98	490	435	448	NA	16	11	4	23	18	45	49	52	51	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	10	1275	34545	100	100	99	NA	422	432	NA	20	14	NA	30	24	NA	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	--	105	3979	--	100	96	--	423	424	--	16	17	--	30	30	--	49	47	--	5	6
White	115	1071	35142	100	100	99	488	453	465	3	8	5	4	17	11	41	54	56	52	21	28
Students with Disabilities	14	385	10161	100	100	93	444	406	419	14	35	28	21	32	28	36	28	36	29	5	8
Students without Disabilities	120	2324	69849	100	100	100	490	439	451	2	11	7	3	23	17	43	53	56	53	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	17	1854	39029	100	99	98	453	426	432	12	18	14	12	29	25	53	47	52	24	6	9
Non-Economically Disadvantaged	117	855	40981	100	100	100	490	455	462	2	9	6	3	14	13	41	54	54	54	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	134	2701	79438	100	100	98	483	438	451	1	14	9	9	29	24	70	51	56	19	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1271	38775	100	100	99	481	444	457	3	11	7	8	28	22	68	53	58	21	8	13
Male	71	1430	40560	100	100	97	485	433	446	NA	17	12	10	29	25	72	49	54	18	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	10	1272	34297	100	100	99	NA	424	434	NA	19	14	NA	36	31	NA	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	--	104	3940	--	100	95	--	428	429	--	15	14	--	30	36	--	53	47	--	2	3
White	115	1068	34887	100	100	98	485	456	471	1	8	4	9	20	15	70	61	63	21	11	18
Students with Disabilities	14	377	9588	100	99	88	440	399	416	7	43	30	43	30	32	50	24	34	NA	3	5
Students without Disabilities	120	2324	69850	100	100	100	488	444	456	1	10	7	5	28	23	73	55	59	22	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	17	1849	38685	100	99	97	446	429	435	6	17	14	29	33	32	59	46	50	6	4	5
Non-Economically Disadvantaged	117	852	40753	100	100	99	489	458	467	1	7	5	6	19	16	72	62	62	21	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	134	2700	79971	100	100	99	455	413	423	1	11	8	28	43	41	69	44	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1272	38974	100	100	99	459	427	437	2	7	5	24	36	33	71	53	57	3	3	4
Male	71	1428	40895	100	100	98	452	401	410	NA	13	10	32	50	47	66	36	41	1	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	10	1269	34481	100	99	99	NA	403	410	NA	13	10	NA	47	46	NA	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	115	1069	35150	100	100	99	456	426	437	1	7	5	26	38	35	70	51	56	3	3	5
Students with Disabilities	14	382	10258	100	100	94	414	355	377	NA	33	23	79	48	51	21	18	25	NA	1	1
Students without Disabilities	120	2318	69713	100	100	100	460	422	429	1	7	5	23	43	39	74	48	52	3	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	17	1850	38994	100	99	98	448	405	409	NA	12	10	41	48	47	59	39	41	NA	1	1
Non-Economically Disadvantaged	117	850	40977	100	100	100	456	431	437	1	7	5	26	34	34	70	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	154	2820	80147	100	100	99	499	468	482	1	14	11	10	22	17	56	49	49	32	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1371	39281	100	100	99	499	469	483	NA	12	9	9	24	17	60	50	50	31	15	24
Male	79	1448	40780	100	100	98	499	468	482	3	16	12	10	21	17	53	48	48	34	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	490	455	466	6	19	15	12	27	23	71	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	123	1220	36122	100	100	99	502	484	501	NA	8	5	9	16	10	54	53	50	37	23	35
Students with Disabilities	17	447	10295	100	99	92	497	436	443	NA	36	33	12	28	26	59	31	33	29	5	8
Students without Disabilities	137	2373	69852	100	100	100	500	474	488	1	10	7	9	21	16	56	52	51	33	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	24	1837	38371	100	99	97	463	458	465	8	17	15	21	26	23	63	47	49	8	9	13
Non-Economically Disadvantaged	130	983	41776	100	100	100	506	487	498	NA	7	6	8	15	11	55	52	49	37	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	154	2816	79686	100	100	98	499	458	470	2	15	11	8	29	24	78	52	57	12	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1372	39163	100	100	99	504	463	475	3	12	9	1	28	22	81	55	60	15	5	10
Male	79	1443	40438	100	99	97	494	453	465	1	18	13	14	29	25	75	49	54	10	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	499	443	452	6	21	17	NA	35	32	76	43	47	18	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	123	1216	35914	100	99	98	501	475	489	2	9	5	8	21	15	78	62	67	12	8	14
Students with Disabilities	17	442	9808	100	98	87	478	418	432	6	46	35	24	31	32	65	23	30	6	1	3
Students without Disabilities	137	2374	69878	100	100	100	501	465	475	1	10	8	6	28	23	80	57	61	13	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	24	1839	38095	100	99	97	466	447	452	13	19	17	21	34	32	67	46	48	NA	2	3
Non-Economically Disadvantaged	130	977	41591	100	100	99	505	479	486	NA	8	6	5	20	16	80	63	65	15	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	154	2835	80372	100	100	99	510	465	475	1	7	4	12	34	30	82	59	64	5	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	1378	39452	100	100	99	523	479	488	NA	4	3	7	28	22	87	67	72	7	2	3
Male	79	1456	40836	100	100	98	497	451	464	1	9	6	18	39	37	78	50	56	3	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	512	453	462	NA	9	6	12	39	36	82	51	57	6	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	123	1230	36213	100	100	99	511	477	489	NA	4	2	11	29	22	85	65	72	4	1	3
Students with Disabilities	17	457	10526	100	100	94	490	414	427	NA	21	15	29	53	53	71	26	31	NA	NA	1
Students without Disabilities	137	2378	69846	100	100	100	512	474	482	1	4	3	10	30	26	84	65	69	5	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	24	1850	38521	100	100	98	489	455	461	NA	8	6	33	39	38	67	52	55	NA	1	1
Non-Economically Disadvantaged	130	985	41851	100	100	100	513	483	489	1	4	3	8	24	22	85	70	72	5	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	150	2774	79306	100	100	99	535	487	504	4	19	13	9	26	20	53	45	49	33	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	1319	38845	100	100	99	534	488	505	3	17	11	10	28	20	54	46	50	33	9	18
Male	72	1453	40383	100	100	98	536	487	504	6	21	14	8	25	19	53	44	47	33	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	11	1226	32673	100	100	99	497	473	487	NA	25	18	27	32	25	73	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	132	1191	36234	100	99	99	539	503	523	4	13	6	7	19	13	53	53	52	36	16	28
Students with Disabilities	20	459	10286	100	99	91	478	452	462	25	49	41	20	31	27	45	18	27	10	3	5
Students without Disabilities	130	2315	69020	100	100	100	543	494	510	1	13	9	8	25	18	55	50	52	37	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	23	1788	37437	100	99	97	497	476	486	9	23	19	22	31	26	65	41	46	4	5	9
Non-Economically Disadvantaged	127	986	41869	100	100	100	542	507	521	3	12	7	7	17	14	51	53	51	39	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	150	2772	79000	100	100	98	521	478	489	2	14	10	9	28	24	67	53	58	22	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	1319	38774	100	100	99	525	484	494	3	10	7	6	26	22	64	58	61	27	6	10
Male	72	1451	40150	100	100	98	515	473	485	1	18	12	11	30	25	71	48	55	17	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	11	1225	32508	100	100	98	484	465	472	NA	19	15	18	36	33	82	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	132	1190	36135	100	99	98	523	494	508	2	9	4	8	19	14	67	63	67	23	9	15
Students with Disabilities	20	457	9991	100	98	88	479	440	449	10	42	33	40	36	36	40	20	29	10	1	2
Students without Disabilities	130	2315	69009	100	100	100	527	485	495	1	9	6	4	26	22	72	59	62	24	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	23	1787	37234	100	99	97	494	469	472	4	17	15	17	33	33	70	48	50	9	2	3
Non-Economically Disadvantaged	127	985	41766	100	100	99	525	496	505	2	9	5	7	19	16	67	61	65	24	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	150	2787	79611	100	100	99	526	484	496	4	10	7	15	39	37	80	51	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	1321	39016	100	100	99	538	503	511	1	6	4	12	31	29	85	63	66	3	0	1
Male	72	1464	40519	100	100	98	513	467	482	7	14	10	18	46	44	75	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	11	1231	32855	100	100	99	517	471	481	NA	13	10	36	44	43	64	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	132	1198	36380	100	100	99	528	498	511	4	7	4	12	33	30	83	60	65	2	0	1
Students with Disabilities	20	471	10664	100	100	94	472	426	440	15	27	23	40	56	54	45	17	22	NA	NA	1
Students without Disabilities	130	2316	68947	100	100	100	534	495	504	2	6	4	11	35	34	85	58	61	2	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	23	1799	37626	100	100	98	493	475	479	13	11	10	30	42	45	52	46	45	4	0	0
Non-Economically Disadvantaged	127	988	41985	100	100	100	532	500	511	2	7	4	12	32	30	85	61	65	1	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	157	2675	79327	99	100	98	559	505	518	6	25	19	8	22	20	47	43	46	39	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1240	38961	100	100	98	550	507	520	6	23	16	13	21	20	46	46	48	35	10	16
Male	89	1435	40295	99	100	97	566	504	516	6	26	21	3	22	19	48	40	44	43	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	NC	1153	32327	NC	99	98	NC	488	499	NC	34	27	NC	26	25	NC	35	41	NC	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	141	1151	36373	99	100	98	562	526	538	4	14	10	8	17	14	46	50	52	42	19	25
Students with Disabilities	15	339	9321	94	98	87	511	461	467	40	61	54	7	20	22	40	17	21	13	2	3
Students without Disabilities	142	2336	70006	100	100	100	564	511	524	2	19	14	8	22	19	48	46	49	42	12	18
Limited English Proficient Students	--	408	9431	--	99	95	--	456	466	--	64	53	--	24	27	--	11	18	--	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	14	1696	37097	100	99	97	532	492	498	7	31	27	14	24	25	57	39	41	21	6	7
Non-Economically Disadvantaged	143	979	42230	99	100	99	562	528	535	6	14	11	7	17	15	46	49	50	41	20	24

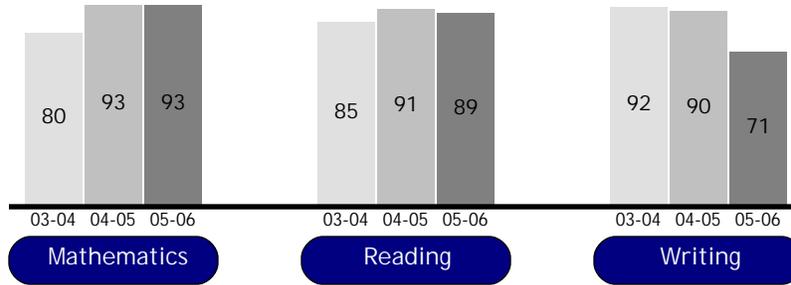
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	2672	79501	99	100	98	530	490	497	2	14	10	6	27	25	82	56	60	11	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1239	39062	100	100	99	535	497	502	3	11	8	6	25	23	78	60	64	13	4	5
Male	89	1433	40368	99	100	98	526	484	491	1	16	13	6	29	27	84	52	57	9	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	NC	1152	32389	NC	99	98	NC	473	478	NC	21	16	NC	34	34	NC	43	48	NC	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	141	1150	36446	99	100	99	532	509	516	2	6	4	4	18	15	82	70	73	12	7	7
Students with Disabilities	15	336	9411	94	97	88	493	448	453	20	46	36	20	32	36	40	20	26	20	1	1
Students without Disabilities	142	2336	70090	100	100	100	534	496	502	NA	9	7	4	26	24	86	61	65	10	4	5
Limited English Proficient Students	--	407	9401	--	99	94	--	437	443	--	50	40	--	39	46	--	11	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	14	1694	37183	100	99	97	514	478	479	NA	18	16	14	33	34	86	48	49	NA	1	1
Non-Economically Disadvantaged	143	978	42318	99	100	99	532	510	513	2	7	5	5	18	17	81	68	70	12	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	156	2680	80000	99	100	99	604	561	564	1	4	3	2	10	11	70	78	75	28	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1239	39288	100	100	99	617	579	579	NA	2	2	1	5	6	59	81	77	40	13	16
Male	88	1441	40644	98	100	98	593	546	549	1	5	4	2	15	15	78	75	74	18	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	NC	1152	32672	NC	99	99	NC	549	548	NC	5	4	NC	12	14	NC	78	76	NC	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	140	1156	36602	99	100	99	605	575	579	1	2	2	2	9	7	69	76	75	28	13	16
Students with Disabilities	14	345	9919	88	100	93	570	504	505	NA	10	9	14	33	35	64	54	54	21	3	2
Students without Disabilities	142	2335	70081	100	100	100	607	569	571	1	3	2	1	7	7	70	81	79	28	9	12
Limited English Proficient Students	--	405	9571	--	98	96	--	495	502	--	14	10	--	24	29	--	62	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	14	1700	37534	100	99	98	580	551	547	7	4	4	NA	12	15	79	78	76	14	6	5
Non-Economically Disadvantaged	142	980	42466	99	100	100	606	578	578	NA	3	2	2	7	7	69	77	75	29	14	16

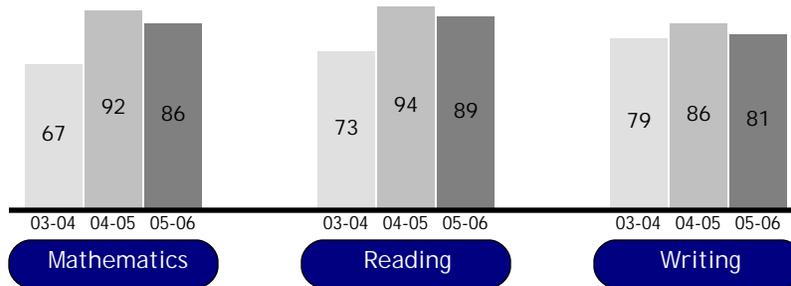
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	99	66	NA	58	98	71	40	47	100	61	35	46
	Language	99	61	44	50	98	71	40	47	100	63	35	48
	Mathematics	100	65	57	64	98	69	41	50	100	65	39	52
3	Reading	97	73	NA	55	100	63	40	44	100	70	37	46
	Language	99	76	56	61	100	62	40	44	100	70	39	46
	Mathematics	99	76	53	61	100	65	44	51	100	75	43	52
4	Reading	99	80	NA	56	100	63	42	48	99	70	44	52
	Language	99	69	48	52	100	65	44	49	99	67	44	52
	Mathematics	99	76	54	61	100	69	45	53	99	67	48	58
5	Reading	100	77	NA	55	100	67	47	50	100	76	48	56
	Language	100	71	45	49	100	73	48	50	100	76	44	54
	Mathematics	100	82	57	63	100	70	44	49	100	73	41	52
6	Reading	100	80	NA	56	99	69	48	51	99	78	52	56
	Language	99	73	44	48	99	67	45	47	99	75	46	50
	Mathematics	99	85	60	66	99	71	46	52	99	83	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

- 2 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 Increase Site Council Communication
- ü To Facilitate School Budget Development
- ü To Engage in Team Growth
- ü To Facilitate Staff Selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	58.00
Other Professional Staff	2.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	1	0
4 to 6 years	4	2	0	0
7 to 9 years	6	1	0	0
10 or more years	18	20	1	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	137
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- ü Art & Music Facilities
- ü PE & Multipurpose Facilities
- ü Computer/Technology Lab
- ü Library Media

Extracurricular Activities

- ü Student Council
- ü Basketball
- ü Chess Club
- ü Art classes
- ü Fine Arts Program
- ü Cooking
- ü Cross Country
- ü Photography

Social Services

- ü Boy/Girl Scouts
- ü Community Classes
- ü Extended Kindergarten Program
- ü Community of Caring

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The staff implemented the new science curriculum, the revised reading curriculum, district assessments and the technology plan.
- ü Reviewed data from assessments and developed lessons to address student needs. Brain-based knowledge was incorporated into lesson development.
- ü All 4th-6th grade students were tested on the Developmental Reading Assessment.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	96	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

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

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Leonard Sweeney	(602) 896-5900
Transportation Policy	Bruce McWhorter	(602) 896-5284
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Laurie Myracle	(602) 896-5900
Student Health/Nurse	Sue Barrowclough	(602) 896-5910

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.