

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8430 N 39th Ave, Phoenix, AZ 85051

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Ms. Maria Farmer  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : Pre-K-6  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 347-2200  
 Fax Number : (602) 347-2220  
 E-mail : mfarmer@mz.wesd.k12.az.us

### Mission

Our Manzanita School mission is to educate, guide and challenge students into becoming responsible citizens and lifelong learners. Manzanita School is designed as a place of learning. We accept the individuality of children with emphasis on the dignity and worth of each child.

### 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 analyze data. They will use data to create a SMART goal. They will plan team meetings to analyze student progress. They will create lessons that reflect curriculum standards and SMART goals.
- ü Teachers will continue training and implementing research-based instructional reading practices and delivery systems.
- ü Teaching teams will co-design a lesson, all members of the team will teach the lesson, then use reflective questions to dialogue about the effectiveness of the lesson.
- ü Teachers will focus on math curriculum using the new math adoption materials.

### Enrollment

October 1, 2005 School Year Student Enrollment : 825  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 15

Instructional Programs

- Ü Art/Musical/ Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Gifted Program
- Ü Program for English Language Learners
- Ü Full day kindergarten
- Ü Pre-school Special Education
- Ü Head Start

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

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

Parents

The partnership established involves parents striving to have their children at school on time, have them adequately clothed and fed, to ensure that homework is completed, and to support the curriculum that is being taught.

Transportation Policy

Our boundaries are from 43rd to 35th Avenue and from Northern to Dunlap. Transportation is not provided as students live within walking distance. Riding the bus for field trips is a privilege extended to students through Board policy. 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 Silver Apple Award Winner	2001
Ü Wal-Mart Teacher of the Year	2002
Ü Lamp of Learning Award	2003
Ü Silver Apple Award Winner	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2709	80010	100	100	99	445	435	447	8	15	10	21	24	18	61	49	53	11	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1273	38935	100	100	99	452	435	447	5	13	9	17	25	19	60	50	55	17	12	17
Male	72	1436	40974	100	100	98	439	435	448	10	16	11	24	23	18	61	49	52	6	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	65	1275	34545	100	100	99	444	422	432	12	20	14	17	30	24	60	46	53	11	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	53	1071	35142	100	100	99	442	453	465	4	8	5	26	17	11	62	54	56	8	21	28
Students with Disabilities	22	385	10161	100	100	93	406	406	419	32	35	28	36	32	28	32	28	36	NA	5	8
Students without Disabilities	108	2324	69849	100	100	100	453	439	451	3	11	7	18	23	17	67	53	56	13	13	19
Limited English Proficient Students	28	774	14013	100	99	97	428	409	413	21	26	24	21	36	34	57	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	88	1854	39029	100	99	98	442	426	432	9	18	14	19	29	25	64	47	52	8	6	9
Non-Economically Disadvantaged	42	855	40981	100	100	100	453	455	462	5	9	6	24	14	13	55	54	54	17	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	130	2701	79438	100	100	98	449	438	451	8	14	9	23	29	24	64	51	56	5	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1271	38775	100	100	99	461	444	457	9	11	7	12	28	22	69	53	58	10	8	13
Male	72	1430	40560	100	100	97	439	433	446	7	17	12	32	29	25	60	49	54	1	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	65	1272	34297	100	100	98	445	424	434	9	19	14	25	36	31	58	42	50	8	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	53	1068	34887	100	100	98	452	456	471	8	8	4	25	20	15	64	61	63	4	11	18
Students with Disabilities	22	377	9588	100	99	88	411	399	416	23	43	30	45	30	32	27	24	34	5	3	5
Students without Disabilities	108	2324	69850	100	100	100	456	444	456	5	10	7	19	28	23	71	55	59	6	7	12
Limited English Proficient Students	28	774	13856	100	99	96	424	406	407	14	28	27	36	44	43	50	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	88	1849	38685	100	99	97	445	429	435	11	17	14	23	33	32	59	46	50	7	4	5
Non-Economically Disadvantaged	42	852	40753	100	100	99	458	458	467	NA	7	5	24	19	16	74	62	62	2	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	130	2700	79971	100	100	99	434	413	423	3	11	8	37	43	41	60	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1272	38974	100	100	99	448	427	437	2	7	5	24	36	33	74	53	57	NA	3	4
Male	72	1428	40895	100	100	98	422	401	410	4	13	10	47	50	47	49	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	65	1269	34481	100	99	99	432	403	410	3	13	10	45	47	46	52	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	53	1069	35150	100	100	99	432	426	437	4	7	5	30	38	35	66	51	56	NA	3	5
Students with Disabilities	22	382	10258	100	100	94	390	355	377	14	33	23	59	48	51	27	18	25	NA	1	1
Students without Disabilities	108	2318	69713	100	100	100	442	422	429	1	7	5	32	43	39	67	48	52	NA	2	3
Limited English Proficient Students	28	772	13985	100	99	97	411	387	382	7	18	18	57	52	54	36	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	88	1850	38994	100	99	98	428	405	409	5	12	10	43	48	47	52	39	41	NA	1	1
Non-Economically Disadvantaged	42	850	40977	100	100	100	447	431	437	NA	7	5	24	34	34	76	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	108	2820	80147	100	100	99	459	468	482	14	14	11	32	22	17	44	49	49	10	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1371	39281	100	100	99	471	469	483	17	12	9	17	24	17	49	50	50	17	15	24
Male	67	1448	40780	100	100	98	452	468	482	12	16	12	42	21	17	40	48	48	6	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	70	1209	33494	100	100	99	458	455	466	17	19	15	31	27	23	39	44	49	13	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	30	1220	36122	100	100	99	457	484	501	10	8	5	33	16	10	53	53	50	3	23	35
Students with Disabilities	21	447	10295	100	99	92	429	436	443	38	36	33	38	28	26	24	31	33	NA	5	8
Students without Disabilities	87	2373	69852	100	100	100	466	474	488	8	10	7	31	21	16	48	52	51	13	17	26
Limited English Proficient Students	33	625	12722	100	100	97	440	436	441	24	29	27	39	35	33	36	34	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	78	1837	38371	100	99	97	454	458	465	13	17	15	37	26	23	44	47	49	6	9	13
Non-Economically Disadvantaged	30	983	41776	100	100	100	472	487	498	17	7	6	20	15	11	43	52	49	20	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	108	2816	79686	100	100	98	451	458	470	11	15	11	39	29	24	49	52	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1372	39163	100	100	99	464	463	475	12	12	9	27	28	22	59	55	60	2	5	10
Male	67	1443	40438	100	99	97	443	453	465	10	18	13	46	29	25	43	49	54	NA	4	7
African American	NC	183	4228	NC	100	98	NC	446	458	NC	19	15	NC	34	28	NC	46	53	NC	1	4
Hispanic	70	1208	33299	100	100	98	450	443	452	14	21	17	34	35	32	51	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	30	1216	35914	100	99	98	450	475	489	7	9	5	50	21	15	40	62	67	3	8	14
Students with Disabilities	21	442	9808	100	98	87	425	418	432	29	46	35	48	31	32	24	23	30	NA	1	3
Students without Disabilities	87	2374	69878	100	100	100	457	465	475	7	10	8	37	28	23	55	57	61	1	5	9
Limited English Proficient Students	33	626	12594	100	100	96	434	419	422	15	35	34	52	44	45	33	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	78	1839	38095	100	99	97	449	447	452	12	19	17	37	34	32	51	46	48	NA	2	3
Non-Economically Disadvantaged	30	977	41591	100	100	99	458	479	486	10	8	6	43	20	16	43	63	65	3	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	108	2835	80372	100	100	99	457	465	475	6	7	4	45	34	30	47	59	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1378	39452	100	100	99	480	479	488	7	4	3	20	28	22	71	67	72	2	2	3
Male	67	1456	40836	100	100	98	443	451	464	6	9	6	61	39	37	33	50	56	NA	1	1
African American	NC	184	4264	NC	100	99	NC	457	465	NC	9	5	NC	32	35	NC	59	59	NC	1	1
Hispanic	70	1213	33608	100	100	99	461	453	462	7	9	6	43	39	36	49	51	57	1	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	30	1230	36213	100	100	99	445	477	489	7	4	2	53	29	22	40	65	72	NA	1	3
Students with Disabilities	21	457	10526	100	100	94	425	414	427	14	21	15	76	53	53	10	26	31	NA	NA	1
Students without Disabilities	87	2378	69846	100	100	100	464	474	482	5	4	3	38	30	26	56	65	69	1	1	2
Limited English Proficient Students	33	629	12747	100	100	97	446	427	432	9	15	12	61	50	52	30	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	78	1850	38521	100	100	98	452	455	461	8	8	6	42	39	38	49	52	55	1	1	1
Non-Economically Disadvantaged	30	985	41851	100	100	100	469	483	489	3	4	3	53	24	22	43	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	120	2774	79306	100	100	99	476	487	504	23	19	13	31	26	20	42	45	49	4	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1319	38845	100	100	99	482	488	505	18	17	11	33	28	20	44	46	50	5	9	18
Male	58	1453	40383	100	100	98	469	487	504	29	21	14	28	25	19	40	44	47	3	10	19
African American	10	177	4171	100	100	98	NA	468	485	NA	24	20	NA	38	26	NA	35	44	NA	3	10
Hispanic	57	1226	32673	100	100	99	474	473	487	21	25	18	33	32	25	40	39	46	5	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	50	1191	36234	100	99	99	480	503	523	24	13	6	30	19	13	42	53	52	4	16	28
Students with Disabilities	29	459	10286	100	99	91	447	452	462	52	49	41	31	31	27	17	18	27	NA	3	5
Students without Disabilities	91	2315	69020	100	100	100	485	494	510	14	13	9	31	25	18	49	50	52	5	11	21
Limited English Proficient Students	21	471	10291	100	98	96	453	448	458	38	46	38	43	37	34	19	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	84	1788	37437	100	99	97	477	476	486	20	23	19	33	31	26	43	41	46	4	5	9
Non-Economically Disadvantaged	36	986	41869	100	100	100	472	507	521	31	12	7	25	17	14	39	53	51	6	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	120	2772	79000	100	100	98	465	478	489	18	14	10	37	28	24	43	53	58	2	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1319	38774	100	100	99	471	484	494	16	10	7	34	26	22	48	58	61	2	6	10
Male	58	1451	40150	100	100	98	459	473	485	19	18	12	40	30	25	40	48	55	2	5	8
African American	10	176	4153	100	100	98	NA	467	476	NA	16	13	NA	34	30	NA	48	53	NA	1	4
Hispanic	57	1225	32508	100	100	98	459	465	472	23	19	15	39	36	33	37	43	49	2	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	50	1190	36135	100	99	98	471	494	508	14	9	4	32	19	14	52	63	67	2	9	15
Students with Disabilities	29	457	9991	100	98	88	435	440	449	45	42	33	34	36	36	21	20	29	NA	1	2
Students without Disabilities	91	2315	69009	100	100	100	474	485	495	10	9	6	37	26	22	51	59	62	2	6	10
Limited English Proficient Students	21	471	10199	100	98	95	434	435	439	48	41	35	33	45	47	19	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	84	1787	37234	100	99	97	465	469	472	18	17	15	37	33	33	43	48	50	2	2	3
Non-Economically Disadvantaged	36	985	41766	100	100	99	463	496	505	19	9	5	36	19	16	44	61	65	NA	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	120	2787	79611	100	100	99	482	484	496	8	10	7	39	39	37	53	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1321	39016	100	100	99	506	503	511	2	6	4	31	31	29	67	63	66	NA	0	1
Male	58	1464	40519	100	100	98	459	467	482	16	14	10	47	46	44	38	40	46	NA	NA	0
African American	10	176	4188	100	100	98	NA	486	486	NA	9	9	NA	41	40	NA	50	50	NA	NA	0
Hispanic	57	1231	32855	100	100	99	477	471	481	9	13	10	39	44	43	53	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	50	1198	36380	100	100	99	485	498	511	10	7	4	38	33	30	52	60	65	NA	0	1
Students with Disabilities	29	471	10664	100	100	94	425	426	440	21	27	23	59	56	54	21	17	22	NA	NA	1
Students without Disabilities	91	2316	68947	100	100	100	501	495	504	4	6	4	33	35	34	63	58	61	NA	0	1
Limited English Proficient Students	21	473	10362	100	99	97	451	428	438	14	25	22	48	56	57	38	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	84	1799	37626	100	100	98	486	475	479	7	11	10	42	42	45	51	46	45	NA	0	0
Non-Economically Disadvantaged	36	988	41985	100	100	100	474	500	511	11	7	4	33	32	30	56	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	117	2675	79327	98	100	98	495	505	518	26	25	19	19	22	20	52	43	46	3	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1240	38961	100	100	98	497	507	520	25	23	16	23	21	20	48	46	48	4	10	16
Male	61	1435	40295	95	100	97	494	504	516	28	26	21	15	22	19	56	40	44	2	11	16
African American	12	184	4247	100	100	98	476	488	499	33	34	27	25	22	24	42	39	41	NA	5	8
Hispanic	56	1153	32327	98	99	98	492	488	499	29	34	27	16	26	25	55	35	41	NA	4	8
Asian/Pacific Islander	--	73	1939	--	97	99	--	517	556	--	12	6	--	23	10	--	53	47	--	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	44	1151	36373	96	100	98	504	526	538	23	14	10	18	17	14	52	50	52	7	19	25
Students with Disabilities	14	339	9321	93	98	87	466	461	467	57	61	54	14	20	22	29	17	21	NA	2	3
Students without Disabilities	103	2336	70006	98	100	100	499	511	524	22	19	14	19	22	19	55	46	49	3	12	18
Limited English Proficient Students	14	408	9431	100	99	95	456	456	466	71	64	53	14	24	27	14	11	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	76	1696	37097	99	99	97	492	492	498	29	31	27	16	24	25	54	39	41	1	6	7
Non-Economically Disadvantaged	41	979	42230	95	100	99	501	528	535	22	14	11	24	17	15	49	49	50	5	20	24

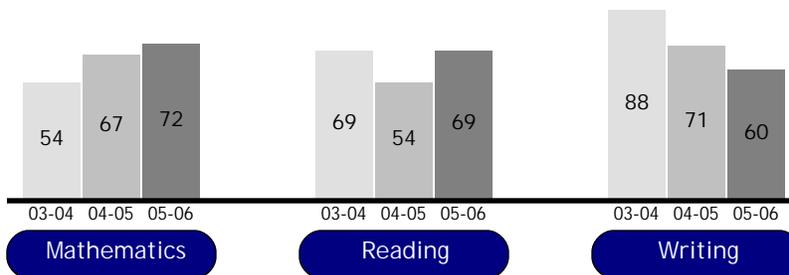
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2672	79501	98	100	98	482	490	497	15	14	10	37	27	25	46	56	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1239	39062	100	100	99	489	497	502	13	11	8	34	25	23	48	60	64	5	4	5
Male	61	1433	40368	95	100	98	476	484	491	16	16	13	39	29	27	44	52	57	NA	3	3
African American	12	183	4279	100	100	99	469	476	485	17	17	14	50	33	30	33	49	54	NA	1	2
Hispanic	56	1152	32389	98	99	98	474	473	478	18	21	16	38	34	34	45	43	48	NA	1	1
Asian/Pacific Islander	--	73	1936	--	97	99	--	490	519	--	10	3	--	30	14	--	58	73	--	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	44	1150	36446	96	100	99	495	509	516	11	6	4	32	18	15	50	70	73	7	7	7
Students with Disabilities	14	336	9411	93	97	88	452	448	453	29	46	36	57	32	36	14	20	26	NA	1	1
Students without Disabilities	103	2336	70090	98	100	100	486	496	502	13	9	7	34	26	24	50	61	65	3	4	5
Limited English Proficient Students	14	407	9401	100	99	94	435	437	443	43	50	40	43	39	46	14	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	76	1694	37183	99	99	97	474	478	479	18	18	16	34	33	34	47	48	49	NA	1	1
Non-Economically Disadvantaged	41	978	42318	95	100	99	496	510	513	7	7	5	41	18	17	44	68	70	7	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	117	2680	80000	98	100	99	557	561	564	3	4	3	9	10	11	82	78	75	6	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1239	39288	100	100	99	574	579	579	2	2	2	4	5	6	86	81	77	9	13	16
Male	61	1441	40644	95	100	98	542	546	549	3	5	4	15	15	15	79	75	74	3	5	7
African American	12	185	4307	100	100	99	549	541	551	NA	8	4	25	12	13	75	76	75	NA	4	7
Hispanic	56	1152	32672	98	99	99	555	549	548	4	5	4	7	12	14	80	78	76	9	5	6
Asian/Pacific Islander	--	73	1945	--	97	99	--	569	592	--	5	1	--	4	4	--	78	69	--	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	44	1156	36602	96	100	99	559	575	579	2	2	2	9	9	7	84	76	75	5	13	16
Students with Disabilities	14	345	9919	93	100	93	488	504	505	7	10	9	50	33	35	36	54	54	7	3	2
Students without Disabilities	103	2335	70081	98	100	100	567	569	571	2	3	2	4	7	7	88	81	79	6	9	12
Limited English Proficient Students	14	405	9571	100	98	96	500	495	502	7	14	10	29	24	29	64	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	76	1700	37534	99	99	98	554	551	547	1	4	4	12	12	15	82	78	76	5	6	5
Non-Economically Disadvantaged	41	980	42466	95	100	100	563	578	578	5	3	2	5	7	7	83	77	75	7	14	16

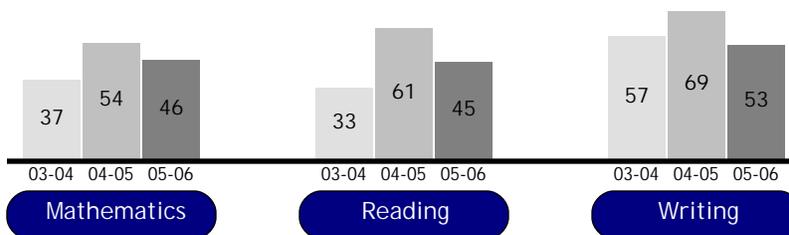
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	49	NA	58	100	42	40	47	100	35	35	46
	Language	97	36	44	50	100	44	40	47	100	43	35	48
	Mathematics	98	50	57	64	100	45	41	50	100	44	39	52
3	Reading	96	50	NA	55	98	35	40	44	99	41	37	46
	Language	98	53	56	61	98	37	40	44	99	43	39	46
	Mathematics	98	53	53	61	97	45	44	51	99	48	43	52
4	Reading	99	50	NA	56	100	40	42	48	100	37	44	52
	Language	100	50	48	52	100	43	44	49	100	39	44	52
	Mathematics	99	50	54	61	99	48	45	53	100	41	48	58
5	Reading	99	41	NA	55	99	44	47	50	100	39	48	56
	Language	100	37	45	49	99	46	48	50	100	34	44	54
	Mathematics	100	54	57	63	98	41	44	49	100	35	41	52
6	Reading	96	52	NA	56	100	43	48	51	98	46	52	56
	Language	95	42	44	48	100	40	45	47	98	41	46	50
	Mathematics	96	64	60	66	100	42	46	52	98	50	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

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

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	ü To facilitate school improvement
1 Non-certified Employee(s)	ü To address short-term needs
5 Teacher(s)	ü To develop increased communications
5 Parent(s)	ü To facilitate budget implementation
1 Community Member(s)	ü To engage in shared decision-making
0 Student(s)	ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	4.50	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	0	0
4 to 6 years	5	3	0	0
7 to 9 years	3	3	0	0
10 or more years	6	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	107
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 Computer Lab and Wireless Lab

Extracurricular Activities

- ü After-school Remedial Classes
- ü Chorus
- ü Student Council
- ü BOOST Classes
- ü Boy's Basketball
- ü Girl's Basketball
- ü Cross Country

Social Services

- ü Parks and Recreation Program
- ü Extended Day Care
- ü Girl Scouts
- ü Adult ESL Classes
- ü Dental Clinic

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Reviewed curriculum maps to include more assessment data.
  
- ü Formed Professional Learning Teams. These teams created a SMART goal based on data from DRA, district math assessment and AIMS. Each team was responsible for one SMART goal to write and work on implementing.
  
- ü The teachers researched and implemented flexible grouping based on data, discussed how to analyze the different types of data available, practiced in effective teams using the data to formulate plans for particular students.
  
- ü Implemented effective teams to analyze student writing to determine next instructional step.

Student Activity Rates for School Year 2005-06

		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) :

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	Maria Farmer	(602) 347-2200
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Annette Coberley	(623) 939-1736
Student Health/Nurse	Diane Guzman	(602) 347-2210

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).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

\*\* 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.