

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6503 N 21st Ave, Phoenix, AZ 85015

Washington Elementary School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

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	Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Adele C. Russell
 Schedule : 07:15 AM to 03:15 PM
 Grades : Pre-K-6
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-2300
 Fax Number : (602) 347-2320
 E-mail : arussel@ma.wesd.k12.az.us

Mission

Our mission is to develop lifelong learners who become productive and responsible members of society. We believe that social, emotional, physical and intellectual abilities are developed while individual strengths are nurtured to achieve success. Succeed Today/Excel Tomorrow. We believe all students are capable of success. No exceptions!

School / Academic Goals

- 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 Teachers will continue the implementation of identified literacy strategies to improve student achievement.
- ü Teachers will implement the new full-day Kindergarten.
- ü Teachers will work in learning teams to analyze assessment data, which will drive instruction within our Professional Learning Community.

Enrollment

October 1, 2005 School Year Student Enrollment : 637
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 31

Instructional Programs

- Ü Literacy Lab
- Ü Drug/Alcohol/Tobacco Program
- Ü Special Education Preschool
- Ü Full -day Kindergarten
- Ü Comprehensive Curriculum
- Ü Fast Track Program
- Ü K-3 Math Intervention Program
- Ü After School Academic Program

Calendar Information

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

Shared Responsibilities

School

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

Parents

To assure: Child's physical and emotional needs are met, praise and encouragement to their child, emphasizing the value of school, daily educational time with their child, timely school attendance, and parent/teacher communication.

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 Comprehensive School Reform Grant	2004
Ü Comprehensive School Reform Arts Grant	2004
Ü Reading Is Fundamental Grant	2004
Ü 21st Century 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	81	2709	80010	100	100	99	414	435	447	33	15	10	21	24	18	41	49	53	5	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1273	38935	100	100	99	415	435	447	34	13	9	17	25	19	43	50	55	6	12	17
Male	46	1436	40974	100	100	98	412	435	448	33	16	11	24	23	18	39	49	52	4	12	19
African American	14	173	4201	100	100	99	402	422	430	57	22	17	14	27	23	21	43	51	7	8	9
Hispanic	45	1275	34545	100	100	99	411	422	432	33	20	14	24	30	24	38	46	53	4	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	15	1071	35142	100	100	99	428	453	465	13	8	5	27	17	11	53	54	56	7	21	28
Students with Disabilities	19	385	10161	100	100	93	386	406	419	58	35	28	26	32	28	11	28	36	5	5	8
Students without Disabilities	62	2324	69849	100	100	100	421	439	451	26	11	7	19	23	17	50	53	56	5	13	19
Limited English Proficient Students	21	774	14013	100	99	97	395	409	413	52	26	24	24	36	34	24	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	59	1854	39029	100	99	98	418	426	432	27	18	14	22	29	25	44	47	52	7	6	9
Non-Economically Disadvantaged	22	855	40981	100	100	100	400	455	462	50	9	6	18	14	13	32	54	54	NA	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	81	2701	79438	100	100	98	410	438	451	33	14	9	30	29	24	37	51	56	NA	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1271	38775	100	100	99	412	444	457	37	11	7	23	28	22	40	53	58	NA	8	13
Male	46	1430	40560	100	100	97	408	433	446	30	17	12	35	29	25	35	49	54	NA	5	9
African American	14	172	4178	100	100	98	401	428	439	43	22	13	21	23	29	36	53	52	NA	2	6
Hispanic	45	1272	34297	100	100	99	404	424	434	38	19	14	31	36	31	31	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	15	1068	34887	100	100	98	428	456	471	20	8	4	27	20	15	53	61	63	NA	11	18
Students with Disabilities	19	377	9588	100	99	88	375	399	416	68	43	30	21	30	32	11	24	34	NA	3	5
Students without Disabilities	62	2324	69850	100	100	100	420	444	456	23	10	7	32	28	23	45	55	59	NA	7	12
Limited English Proficient Students	21	774	13856	100	99	96	376	406	407	57	28	27	33	44	43	10	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	59	1849	38685	100	99	97	416	429	435	25	17	14	37	33	32	37	46	50	NA	4	5
Non-Economically Disadvantaged	22	852	40753	100	100	99	393	458	467	55	7	5	9	19	16	36	62	62	NA	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	81	2700	79971	100	100	99	378	413	423	25	11	8	44	43	41	31	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1272	38974	100	100	99	384	427	437	29	7	5	29	36	33	43	53	57	NA	3	4
Male	46	1428	40895	100	100	98	374	401	410	22	13	10	57	50	47	22	36	41	NA	1	2
African American	14	172	4203	100	100	99	404	406	411	29	13	11	29	49	45	43	37	43	NA	1	2
Hispanic	45	1269	34481	100	99	99	363	403	410	29	13	10	42	47	46	29	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	15	1069	35150	100	100	99	394	426	437	13	7	5	60	38	35	27	51	56	NA	3	5
Students with Disabilities	19	382	10258	100	100	94	339	355	377	47	33	23	42	48	51	11	18	25	NA	1	1
Students without Disabilities	62	2318	69713	100	100	100	390	422	429	18	7	5	45	43	39	37	48	52	NA	2	3
Limited English Proficient Students	21	772	13985	100	99	97	335	387	382	43	18	18	38	52	54	19	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	59	1850	38994	100	99	98	389	405	409	17	12	10	47	48	47	36	39	41	NA	1	1
Non-Economically Disadvantaged	22	850	40977	100	100	100	349	431	437	45	7	5	36	34	34	18	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	88	2820	80147	100	100	99	452	468	482	17	14	11	32	22	17	45	49	49	6	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1371	39281	100	100	99	450	469	483	15	12	9	37	24	17	40	50	50	8	15	24
Male	36	1448	40780	100	100	98	454	468	482	19	16	12	25	21	17	53	48	48	3	15	24
African American	12	182	4249	100	100	99	439	449	464	25	19	17	42	30	22	33	46	48	NA	5	13
Hispanic	41	1209	33494	100	100	99	458	455	466	15	19	15	24	27	23	51	44	49	10	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	25	1220	36122	100	100	99	448	484	501	20	8	5	28	16	10	52	53	50	NA	23	35
Students with Disabilities	13	447	10295	100	99	92	394	436	443	77	36	33	23	28	26	NA	31	33	NA	5	8
Students without Disabilities	75	2373	69852	100	100	100	462	474	488	7	10	7	33	21	16	53	52	51	7	17	26
Limited English Proficient Students	19	625	12722	100	100	97	436	436	441	32	29	27	26	35	33	42	34	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	57	1837	38371	100	99	97	446	458	465	23	17	15	32	26	23	40	47	49	5	9	13
Non-Economically Disadvantaged	31	983	41776	100	100	100	463	487	498	6	7	6	32	15	11	55	52	49	6	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	88	2816	79686	100	100	98	438	458	470	25	15	11	36	29	24	39	52	57	NA	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1372	39163	100	100	99	438	463	475	23	12	9	37	28	22	40	55	60	NA	5	10
Male	36	1443	40438	100	99	97	436	453	465	28	18	13	36	29	25	36	49	54	NA	4	7
African American	12	183	4228	100	100	98	425	446	458	33	19	15	42	34	28	25	46	53	NA	1	4
Hispanic	41	1208	33299	100	100	98	441	443	452	17	21	17	44	35	32	39	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	25	1216	35914	100	99	98	442	475	489	28	9	5	20	21	15	52	62	67	NA	8	14
Students with Disabilities	13	442	9808	100	98	87	384	418	432	85	46	35	15	31	32	NA	23	30	NA	1	3
Students without Disabilities	75	2374	69878	100	100	100	447	465	475	15	10	8	40	28	23	45	57	61	NA	5	9
Limited English Proficient Students	19	626	12594	100	100	96	420	419	422	37	35	34	42	44	45	21	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	57	1839	38095	100	99	97	434	447	452	28	19	17	37	34	32	35	46	48	NA	2	3
Non-Economically Disadvantaged	31	977	41591	100	100	99	443	479	486	19	8	6	35	20	16	45	63	65	NA	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2835	80372	100	100	99	460	465	475	7	7	4	36	34	30	57	59	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1378	39452	100	100	99	467	479	488	8	4	3	27	28	22	65	67	72	NA	2	3
Male	36	1456	40836	100	100	98	451	451	464	6	9	6	50	39	37	44	50	56	NA	1	1
African American	12	184	4264	100	100	99	430	457	465	8	9	5	50	32	35	42	59	59	NA	1	1
Hispanic	41	1213	33608	100	100	99	463	453	462	5	9	6	34	39	36	61	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	25	1230	36213	100	100	99	463	477	489	12	4	2	32	29	22	56	65	72	NA	1	3
Students with Disabilities	13	457	10526	100	100	94	396	414	427	38	21	15	38	53	53	23	26	31	NA	NA	1
Students without Disabilities	75	2378	69846	100	100	100	471	474	482	1	4	3	36	30	26	63	65	69	NA	1	2
Limited English Proficient Students	19	629	12747	100	100	97	447	427	432	11	15	12	47	50	52	42	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	57	1850	38521	100	100	98	458	455	461	7	8	6	42	39	38	51	52	55	NA	1	1
Non-Economically Disadvantaged	31	985	41851	100	100	100	463	483	489	6	4	3	26	24	22	68	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	87	2774	79306	100	100	99	473	487	504	32	19	13	17	26	20	46	45	49	5	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1319	38845	100	100	99	484	488	505	16	17	11	16	28	20	66	46	50	3	9	18
Male	55	1453	40383	100	100	98	466	487	504	42	21	14	18	25	19	35	44	47	5	10	19
African American	14	177	4171	100	100	98	475	468	485	14	24	20	29	38	26	57	35	44	NA	3	10
Hispanic	41	1226	32673	100	100	99	471	473	487	34	25	18	15	32	25	46	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	13	98	4034	100	99	97	457	478	479	62	20	22	15	33	29	15	43	43	8	4	7
White	17	1191	36234	100	99	99	482	503	523	24	13	6	18	19	13	53	53	52	6	16	28
Students with Disabilities	17	459	10286	100	99	91	437	452	462	76	49	41	6	31	27	18	18	27	NA	3	5
Students without Disabilities	70	2315	69020	100	100	100	481	494	510	21	13	9	20	25	18	53	50	52	6	11	21
Limited English Proficient Students	18	471	10291	100	98	96	446	448	458	61	46	38	11	37	34	28	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	54	1788	37437	100	99	97	475	476	486	28	23	19	17	31	26	52	41	46	4	5	9
Non-Economically Disadvantaged	33	986	41869	100	100	100	469	507	521	39	12	7	18	17	14	36	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	87	2772	79000	100	100	98	460	478	489	23	14	10	37	28	24	40	53	58	NA	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1319	38774	100	100	99	473	484	494	9	10	7	38	26	22	53	58	61	NA	6	10
Male	55	1451	40150	100	100	98	452	473	485	31	18	12	36	30	25	33	48	55	NA	5	8
African American	14	176	4153	100	100	98	471	467	476	14	16	13	29	34	30	57	48	53	NA	1	4
Hispanic	41	1225	32508	100	100	98	456	465	472	27	19	15	39	36	33	34	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	13	98	4016	100	99	96	444	463	467	38	17	14	31	32	37	31	51	46	NA	NA	2
White	17	1190	36135	100	99	98	468	494	508	12	9	4	47	19	14	41	63	67	NA	9	15
Students with Disabilities	17	457	9991	100	98	88	428	440	449	65	42	33	29	36	36	6	20	29	NA	1	2
Students without Disabilities	70	2315	69009	100	100	100	467	485	495	13	9	6	39	26	22	49	59	62	NA	6	10
Limited English Proficient Students	18	471	10199	100	98	95	430	435	439	50	41	35	33	45	47	17	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	54	1787	37234	100	99	97	463	469	472	19	17	15	39	33	33	43	48	50	NA	2	3
Non-Economically Disadvantaged	33	985	41766	100	100	99	453	496	505	30	9	5	33	19	16	36	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	87	2787	79611	100	100	99	465	484	496	13	10	7	48	39	37	39	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1321	39016	100	100	99	510	503	511	NA	6	4	34	31	29	66	63	66	NA	0	1
Male	55	1464	40519	100	100	98	439	467	482	20	14	10	56	46	44	24	40	46	NA	NA	0
African American	14	176	4188	100	100	98	498	486	486	NA	9	9	43	41	40	57	50	50	NA	NA	0
Hispanic	41	1231	32855	100	100	99	456	471	481	12	13	10	51	44	43	37	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	13	99	3992	100	100	96	451	476	478	15	8	10	54	53	46	31	39	44	NA	NA	0
White	17	1198	36380	100	100	99	462	498	511	24	7	4	47	33	30	29	60	65	NA	0	1
Students with Disabilities	17	471	10664	100	100	94	399	426	440	35	27	23	65	56	54	NA	17	22	NA	NA	1
Students without Disabilities	70	2316	68947	100	100	100	481	495	504	7	6	4	44	35	34	49	58	61	NA	0	1
Limited English Proficient Students	18	473	10362	100	99	97	431	428	438	17	25	22	56	56	57	28	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	54	1799	37626	100	100	98	473	475	479	11	11	10	46	42	45	43	46	45	NA	0	0
Non-Economically Disadvantaged	33	988	41985	100	100	100	452	500	511	15	7	4	52	32	30	33	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	84	2675	79327	99	100	98	496	505	518	27	25	19	20	22	20	50	43	46	2	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1240	38961	98	100	98	494	507	520	26	23	16	23	21	20	49	46	48	2	10	16
Male	37	1435	40295	100	100	97	498	504	516	30	26	21	16	22	19	51	40	44	3	11	16
African American	12	184	4247	100	100	98	506	488	499	25	34	27	NA	22	24	75	39	41	NA	5	8
Hispanic	38	1153	32327	97	99	98	482	488	499	34	34	27	24	26	25	42	35	41	NA	4	8
Asian/Pacific Islander	NC	73	1939	NC	97	99	NC	517	556	NC	12	6	NC	23	10	NC	53	47	NC	11	36
American Indian/Alaskan Native	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	26	1151	36373	100	100	98	504	526	538	27	14	10	23	17	14	42	50	52	8	19	25
Students with Disabilities	13	339	9321	100	98	87	460	461	467	69	61	54	15	20	22	15	17	21	NA	2	3
Students without Disabilities	71	2336	70006	99	100	100	502	511	524	20	19	14	21	22	19	56	46	49	3	12	18
Limited English Proficient Students	23	408	9431	96	99	95	456	456	466	61	64	53	22	24	27	17	11	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	53	1696	37097	100	99	97	502	492	498	21	31	27	23	24	25	53	39	41	4	6	7
Non-Economically Disadvantaged	31	979	42230	97	100	99	485	528	535	39	14	11	16	17	15	45	49	50	NA	20	24

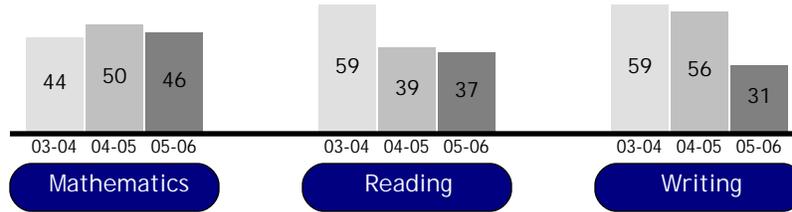
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	2672	79501	99	100	98	478	490	497	20	14	10	23	27	25	57	56	60	NA	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1239	39062	98	100	99	480	497	502	17	11	8	21	25	23	62	60	64	NA	4	5
Male	37	1433	40368	100	100	98	474	484	491	24	16	13	24	29	27	51	52	57	NA	3	3
African American	12	183	4279	100	100	99	484	476	485	8	17	14	25	33	30	67	49	54	NA	1	2
Hispanic	38	1152	32389	97	99	98	469	473	478	32	21	16	16	34	34	53	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	26	1150	36446	100	100	99	481	509	516	15	6	4	31	18	15	54	70	73	NA	7	7
Students with Disabilities	13	336	9411	100	97	88	441	448	453	46	46	36	31	32	36	23	20	26	NA	1	1
Students without Disabilities	71	2336	70090	99	100	100	484	496	502	15	9	7	21	26	24	63	61	65	NA	4	5
Limited English Proficient Students	23	407	9401	96	99	94	439	437	443	52	50	40	30	39	46	17	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	53	1694	37183	100	99	97	482	478	479	15	18	16	21	33	34	64	48	49	NA	1	1
Non-Economically Disadvantaged	31	978	42318	97	100	99	469	510	513	29	7	5	26	18	17	45	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	85	2680	80000	100	100	99	544	561	564	5	4	3	16	10	11	76	78	75	2	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1239	39288	100	100	99	561	579	579	2	2	2	8	5	6	85	81	77	4	13	16
Male	37	1441	40644	100	100	98	520	546	549	8	5	4	27	15	15	65	75	74	NA	5	7
African American	12	185	4307	100	100	99	549	541	551	8	8	4	NA	12	13	92	76	75	NA	4	7
Hispanic	39	1152	32672	100	99	99	548	549	548	3	5	4	18	12	14	77	78	76	3	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	26	1156	36602	100	100	99	527	575	579	8	2	2	23	9	7	65	76	75	4	13	16
Students with Disabilities	13	345	9919	100	100	93	467	504	505	15	10	9	46	33	35	38	54	54	NA	3	2
Students without Disabilities	72	2335	70081	100	100	100	557	569	571	3	3	2	11	7	7	83	81	79	3	9	12
Limited English Proficient Students	24	405	9571	100	98	96	512	495	502	8	14	10	25	24	29	67	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	53	1700	37534	100	99	98	550	551	547	4	4	4	13	12	15	81	78	76	2	6	5
Non-Economically Disadvantaged	32	980	42466	100	100	100	533	578	578	6	3	2	22	7	7	69	77	75	3	14	16

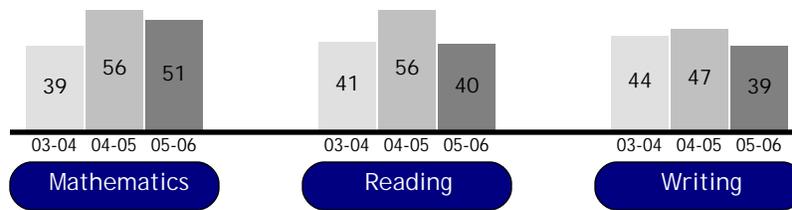
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	100	51	NA	58	100	34	40	47	100	24	35	46
	Language	100	46	44	50	100	31	40	47	100	21	35	48
	Mathematics	100	59	57	64	100	36	41	50	100	30	39	52
3	Reading	97	30	NA	55	99	27	40	44	100	25	37	46
	Language	97	43	56	61	99	30	40	44	100	24	39	46
	Mathematics	98	40	53	61	99	31	44	51	100	27	43	52
4	Reading	99	38	NA	56	100	34	42	48	100	27	44	52
	Language	99	41	48	52	100	36	44	49	100	27	44	52
	Mathematics	99	48	54	61	99	41	45	53	100	35	48	58
5	Reading	100	43	NA	55	100	42	47	50	100	35	48	56
	Language	100	36	45	49	100	39	48	50	100	30	44	54
	Mathematics	100	56	57	63	100	38	44	49	100	34	41	52
6	Reading	100	37	NA	56	99	48	48	51	100	46	52	56
	Language	100	32	44	48	99	43	45	47	100	37	46	50
	Mathematics	100	41	60	66	100	43	46	52	100	44	50	58

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

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

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	ü To facilitate school improvement
2 Non-certified Employee(s)	ü To address short-term needs
5 Teacher(s)	ü To increase site council communication
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	3.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	4	3	0	0
7 to 9 years	2	4	0	0
10 or more years	9	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	86
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 Facilities	ü Literacy Lab/Math Center
ü Computer/Technology Lab/Media Center	ü Gymnasium

Extracurricular Activities

ü 21st Century Grant Afterschool Classes	ü Summer Program
ü Parks and Recreation Afterschool Program	ü Tobacco Prevention Program
ü Girls/Boys Basketball	ü CSR Arts Grant Program
ü Drug Awareness Resistance Education DARE	ü Kids At Hope/Olweus Bullying Program

Social Services

ü Year-round Breakfast/Lunch Programs	ü Resource Officer
ü Parent/Teacher Organization	ü After School Program
ü Artist-in-Residence Programs	ü Safe Schools/Healthy Students Program
ü Social Worker/Health Services	ü Kids at Hope Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Continued the implementation of identified literacy strategies to improve student achievement, including the opening of a Literacy Lab and a Fast Track Center, for small group literacy instruction.

- ü Implemented the revised district Science Curriculum.

- ü Continued the implementation of identified math strategies to improve student achievement, including the opening of a Math Center for small group math instruction. Piloted Accelerated Math for intervention.

- ü Implemented the Olweus Bullying and the Kids at Hope Programs.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

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

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

12

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	Adele Russell	(602) 347-2305
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Karen Riffenburg	(602) 242-2087
Student Health/Nurse	Tamis Rogers	(602) 347-2310

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.