



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3225 W Ocotillo Rd, Phoenix, AZ 85017

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
2004-05 Performing
2003-04 Performing

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

School Overview

Principal/Administrator : Mr. Phil Garitson
Schedule : 07:00 AM to 03:30 PM
Grades : Pre-K-6
Web Address : www.wesd.k12.az.us
Phone Number : (602) 347-2400
Fax Number : (602) 347-2420
E-mail : pgarits@oc.wesd.k12.az.us

Mission

Exceptional Families + Exceptional School = Exceptional Learning

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Out of Improvement

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

School / Academic Goals

- 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.
Teachers will individually and collaboratively implement improved instructional strategies related to identified needs in the area of reading and math.
Teachers will acquire research-based teacher behaviors and practices that will impact student learning utilizing the Teacher Supervisory Process.
Ocotillo will develop a system to collect, analyze, and implement instructional strategies based on relevant data analysis.

Enrollment

October 1, 2005 School Year Student Enrollment : 1097
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 33

Instructional Programs

- Full Day Kindergarten
- Primary & Intermediate Literacy Labs
- English Language Learning Programs
- Special Education Preschool
- Art/Music/Physical Education
- Technology Teaching/Learning Stations
- On-site Special Education & Speech
- After School 21st Century Grant Classes

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

Our school requests that parents: take responsibility for a child’s daily attendance, demonstrate respect for learning, encourage and support study habits at home, communicate with teachers, model self-control and positive decision making skills, and become actively involved at school.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. Students shall conform to all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Comprehensive School Reform Grant	2004
• CSR Arts Education Initiative	2004
• Lamp Of Learning Recipient	2004
• National Board Certification Recipient	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	2709	80010	100	100	99	410	435	447	28	15	10	37	24	18	31	49	53	4	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	1273	38935	100	100	99	410	435	447	26	13	9	43	25	19	24	50	55	8	12	17
Male	80	1436	40974	100	100	98	411	435	448	29	16	11	31	23	18	39	49	52	1	12	19
African American	14	173	4201	100	100	99	415	422	430	14	22	17	36	27	23	50	43	51	NA	8	9
Hispanic	115	1275	34545	100	100	99	404	422	432	32	20	14	42	30	24	23	46	53	3	5	9
Asian/Pacific Islander	NC	85	2068	NC	100	99	NC	449	474	NC	8	4	NC	20	10	NC	51	50	NC	21	36
American Indian/Alaskan Native	NC	105	3979	NC	100	96	NC	423	424	NC	16	17	NC	30	30	NC	49	47	NC	5	6
White	22	1071	35142	100	100	99	434	453	465	18	8	5	18	17	11	55	54	56	9	21	28
Students with Disabilities	NC	385	10161	NC	100	93	NC	406	419	NC	35	28	NC	32	28	NC	28	36	NC	5	8
Students without Disabilities	154	2324	69849	100	100	100	411	439	451	27	11	7	37	23	17	31	53	56	5	13	19
Limited English Proficient Students	85	774	14013	100	99	97	399	409	413	32	26	24	44	36	34	25	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	160	1854	39029	100	99	98	410	426	432	28	18	14	37	29	25	31	47	52	4	6	9
Non-Economically Disadvantaged	--	855	40981	--	100	100	--	455	462	--	9	6	--	14	13	--	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	160	2701	79438	100	100	98	412	438	451	26	14	9	41	29	24	33	51	56	1	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	1271	38775	100	100	99	417	444	457	20	11	7	45	28	22	34	53	58	1	8	13
Male	80	1430	40560	100	100	97	408	433	446	31	17	12	36	29	25	33	49	54	NA	5	9
African American	14	172	4178	100	100	98	429	428	439	14	22	13	29	23	29	57	53	52	NA	2	6
Hispanic	115	1272	34297	100	100	99	403	424	434	30	19	14	44	36	31	25	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	22	1068	34887	100	100	98	438	456	471	14	8	4	36	20	15	45	61	63	5	11	18
Students with Disabilities	NC	377	9588	NC	99	88	NC	399	416	NC	43	30	NC	30	32	NC	24	34	NC	3	5
Students without Disabilities	154	2324	69850	100	100	100	413	444	456	25	10	7	41	28	23	34	55	59	1	7	12
Limited English Proficient Students	85	774	13856	100	99	96	395	406	407	38	28	27	42	44	43	20	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	160	1849	38685	100	99	97	412	429	435	26	17	14	41	33	32	33	46	50	1	4	5
Non-Economically Disadvantaged	--	852	40753	--	100	99	--	458	467	--	7	5	--	19	16	--	62	62	--	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	160	2700	79971	100	100	99	397	413	423	14	11	8	52	43	41	33	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	1272	38974	100	100	99	400	427	437	15	7	5	44	36	33	39	53	57	3	3	4
Male	80	1428	40895	100	100	98	395	401	410	13	13	10	60	50	47	28	36	41	NA	1	2
African American	14	172	4203	100	100	99	422	406	411	NA	13	11	79	49	45	21	37	43	NA	1	2
Hispanic	115	1269	34481	100	99	99	387	403	410	18	13	10	51	47	46	30	39	43	1	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	22	1069	35150	100	100	99	429	426	437	NA	7	5	50	38	35	45	51	56	5	3	5
Students with Disabilities	NC	382	10258	NC	100	94	NC	355	377	NC	33	23	NC	48	51	NC	18	25	NC	1	1
Students without Disabilities	154	2318	69713	100	100	100	398	422	429	12	7	5	53	43	39	33	48	52	1	2	3
Limited English Proficient Students	85	772	13985	100	99	97	376	387	382	24	18	18	51	52	54	26	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	160	1850	38994	100	99	98	397	405	409	14	12	10	52	48	47	33	39	41	1	1	1
Non-Economically Disadvantaged	--	850	40977	--	100	100	--	431	437	--	7	5	--	34	34	--	55	56	--	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	166	2820	80147	100	100	99	455	468	482	24	14	11	28	22	17	38	49	49	10	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	1371	39281	100	100	99	457	469	483	18	12	9	36	24	17	35	50	50	11	15	24
Male	83	1448	40780	100	100	98	453	468	482	30	16	12	19	21	17	41	48	48	10	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	118	1209	33494	99	100	99	446	455	466	29	19	15	29	27	23	35	44	49	8	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	480	484	501	17	8	5	23	16	10	37	53	50	23	23	35
Students with Disabilities	18	447	10295	100	99	92	418	436	443	67	36	33	11	28	26	17	31	33	6	5	8
Students without Disabilities	148	2373	69852	99	100	100	459	474	488	19	10	7	30	21	16	41	52	51	11	17	26
Limited English Proficient Students	68	625	12722	100	100	97	427	436	441	40	29	27	35	35	33	25	34	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	165	1837	38371	99	99	97	455	458	465	24	17	15	28	26	23	38	47	49	10	9	13
Non-Economically Disadvantaged	NC	983	41776	NC	100	100	NC	487	498	NC	7	6	NC	15	11	NC	52	49	NC	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	166	2816	79686	100	100	98	444	458	470	27	15	11	33	29	24	40	52	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	1372	39163	100	100	99	449	463	475	19	12	9	41	28	22	37	55	60	2	5	10
Male	83	1443	40438	100	99	97	438	453	465	34	18	13	24	29	25	42	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	118	1208	33299	99	100	98	433	443	452	33	21	17	33	35	32	34	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	475	475	489	10	9	5	23	21	15	60	62	67	7	8	14
Students with Disabilities	18	442	9808	100	98	87	403	418	432	72	46	35	17	31	32	11	23	30	NA	1	3
Students without Disabilities	148	2374	69878	99	100	100	448	465	475	21	10	8	34	28	23	43	57	61	1	5	9
Limited English Proficient Students	68	626	12594	100	100	96	413	419	422	47	35	34	40	44	45	13	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	165	1839	38095	99	99	97	444	447	452	26	19	17	33	34	32	40	46	48	1	2	3
Non-Economically Disadvantaged	NC	977	41591	NC	100	99	NC	479	486	NC	8	6	NC	20	16	NC	63	65	NC	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	167	2835	80372	100	100	99	451	465	475	11	7	4	37	34	30	51	59	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	1378	39452	100	100	99	476	479	488	2	4	3	34	28	22	63	67	72	1	2	3
Male	84	1456	40836	100	100	98	427	451	464	19	9	6	40	39	37	39	50	56	1	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	119	1213	33608	100	100	99	440	453	462	13	9	6	39	39	36	48	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	30	1230	36213	100	100	99	474	477	489	3	4	2	40	29	22	53	65	72	3	1	3
Students with Disabilities	18	457	10526	100	100	94	383	414	427	33	21	15	50	53	53	17	26	31	NA	NA	1
Students without Disabilities	149	2378	69846	100	100	100	459	474	482	8	4	3	36	30	26	55	65	69	1	1	2
Limited English Proficient Students	68	629	12747	100	100	97	415	427	432	19	15	12	49	50	52	32	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	166	1850	38521	100	100	98	451	455	461	10	8	6	37	39	38	51	52	55	1	1	1
Non-Economically Disadvantaged	NC	985	41851	NC	100	100	NC	483	489	NC	4	3	NC	24	22	NC	70	72	NC	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	147	2774	79306	100	100	99	482	487	504	14	19	13	38	26	20	41	45	49	7	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	1319	38845	100	100	99	478	488	505	14	17	11	43	28	20	38	46	50	5	9	18
Male	72	1453	40383	100	100	98	487	487	504	14	21	14	33	25	19	44	44	47	8	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	101	1226	32673	100	100	99	477	473	487	15	25	18	44	32	25	37	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	NC	98	4034	NC	99	97	NC	478	479	NC	20	22	NC	33	29	NC	43	43	NC	4	7
White	26	1191	36234	100	99	99	504	503	523	8	13	6	23	19	13	54	53	52	15	16	28
Students with Disabilities	17	459	10286	100	99	91	434	452	462	65	49	41	24	31	27	12	18	27	NA	3	5
Students without Disabilities	130	2315	69020	100	100	100	488	494	510	8	13	9	40	25	18	45	50	52	8	11	21
Limited English Proficient Students	46	471	10291	100	98	96	459	448	458	28	46	38	50	37	34	22	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	144	1788	37437	100	99	97	483	476	486	14	23	19	38	31	26	41	41	46	7	5	9
Non-Economically Disadvantaged	NC	986	41869	NC	100	100	NC	507	521	NC	12	7	NC	17	14	NC	53	51	NC	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	146	2772	79000	100	100	98	473	478	489	15	14	10	29	28	24	51	53	58	5	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1319	38774	99	100	99	474	484	494	15	10	7	33	26	22	47	58	61	5	6	10
Male	72	1451	40150	100	100	98	473	473	485	15	18	12	24	30	25	57	48	55	4	5	8
African American	NC	176	4153	NC	100	98	NC	467	476	NC	16	13	NC	34	30	NC	48	53	NC	1	4
Hispanic	100	1225	32508	100	100	99	467	465	472	17	19	15	33	36	33	47	43	49	3	2	3
Asian/Pacific Islander	NC	82	2142	NC	100	99	NC	497	510	NC	11	4	NC	18	14	NC	60	67	NC	11	16
American Indian/Alaskan Native	NC	98	4016	NC	99	96	NC	463	467	NC	17	14	NC	32	37	NC	51	46	NC	NA	2
White	26	1190	36135	100	99	98	500	494	508	8	9	4	8	19	14	73	63	67	12	9	15
Students with Disabilities	17	457	9991	100	98	88	415	440	449	59	42	33	29	36	36	12	20	29	NA	1	2
Students without Disabilities	129	2315	69009	100	100	100	481	485	495	9	9	6	29	26	22	57	59	62	5	6	10
Limited English Proficient Students	45	471	10199	98	98	95	441	435	439	33	41	35	38	45	47	29	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	143	1787	37234	99	99	97	474	469	472	15	17	15	28	33	33	52	48	50	5	2	3
Non-Economically Disadvantaged	NC	985	41766	NC	100	99	NC	496	505	NC	9	5	NC	19	16	NC	61	65	NC	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	146	2787	79611	100	100	99	485	484	496	8	10	7	37	39	37	54	51	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1321	39016	99	100	99	497	503	511	8	6	4	29	31	29	62	63	66	1	0	1
Male	72	1464	40519	100	100	98	474	467	482	8	14	10	44	46	44	47	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	100	1231	32855	100	100	99	477	471	481	10	13	10	39	44	43	51	43	47	NA	NA	0
Asian/Pacific Islander	NC	82	2149	NC	100	100	NC	487	519	NC	11	4	NC	29	24	NC	59	70	NC	1	2
American Indian/Alaskan Native	NC	99	3992	NC	100	96	NC	476	478	NC	8	10	NC	53	46	NC	39	44	NC	NA	0
White	26	1198	36380	100	100	99	514	498	511	NA	7	4	27	33	30	73	60	65	NA	0	1
Students with Disabilities	17	471	10664	100	100	94	403	426	440	29	27	23	65	56	54	6	17	22	NA	NA	1
Students without Disabilities	129	2316	68947	100	100	100	496	495	504	5	6	4	33	35	34	60	58	61	1	0	1
Limited English Proficient Students	45	473	10362	98	99	97	450	428	438	18	25	22	49	56	57	33	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	143	1799	37626	99	100	98	486	475	479	8	11	10	37	42	45	55	46	45	1	0	0
Non-Economically Disadvantaged	NC	988	41985	NC	100	100	NC	500	511	NC	7	4	NC	32	30	NC	61	65	NC	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	131	2675	79327	100	100	98	496	505	518	24	25	19	27	22	20	42	43	46	6	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1240	38961	100	100	98	493	507	520	21	23	16	32	21	20	41	46	48	5	10	16
Male	75	1435	40295	100	100	97	499	504	516	27	26	21	24	22	19	43	40	44	7	11	16
African American	12	184	4247	100	100	98	493	488	499	8	34	27	50	22	24	33	39	41	8	5	8
Hispanic	82	1153	32327	100	99	98	489	488	499	32	34	27	27	26	25	37	35	41	5	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	24	1151	36373	100	100	98	517	526	538	8	14	10	21	17	14	67	50	52	4	19	25
Students with Disabilities	14	339	9321	100	98	87	447	461	467	71	61	54	21	20	22	7	17	21	NA	2	3
Students without Disabilities	117	2336	70006	100	100	100	502	511	524	19	19	14	28	22	19	46	46	49	7	12	18
Limited English Proficient Students	32	408	9431	100	99	95	463	456	466	50	64	53	41	24	27	9	11	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	130	1696	37097	100	99	97	496	492	498	25	31	27	27	24	25	42	39	41	6	6	7
Non-Economically Disadvantaged	NC	979	42230	NC	100	99	NC	528	535	NC	14	11	NC	17	15	NC	49	50	NC	20	24

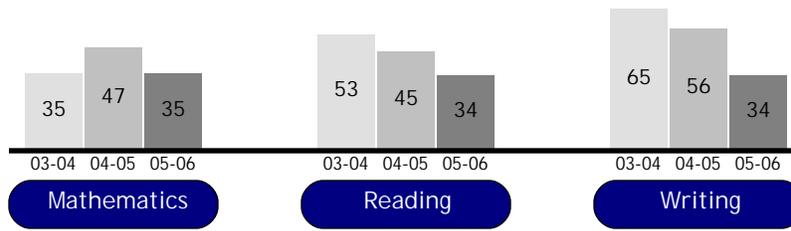
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	2672	79501	100	100	98	485	490	497	12	14	10	36	27	25	50	56	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1239	39062	100	100	99	491	497	502	9	11	8	38	25	23	50	60	64	4	4	5
Male	75	1433	40368	100	100	98	480	484	491	15	16	13	35	29	27	49	52	57	1	3	3
African American	12	183	4279	100	100	99	480	476	485	NA	17	14	58	33	30	42	49	54	NA	1	2
Hispanic	82	1152	32389	100	99	98	479	473	478	18	21	16	37	34	34	41	43	48	4	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	24	1150	36446	100	100	99	504	509	516	NA	6	4	21	18	15	79	70	73	NA	7	7
Students with Disabilities	14	336	9411	100	97	88	441	448	453	43	46	36	57	32	36	NA	20	26	NA	1	1
Students without Disabilities	117	2336	70090	100	100	100	490	496	502	9	9	7	33	26	24	56	61	65	3	4	5
Limited English Proficient Students	32	407	9401	100	99	94	446	437	443	34	50	40	56	39	46	9	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	130	1694	37183	100	99	97	485	478	479	12	18	16	35	33	34	50	48	49	2	1	1
Non-Economically Disadvantaged	NC	978	42318	NC	100	99	NC	510	513	NC	7	5	NC	18	17	NC	68	70	NC	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	131	2680	80000	100	100	99	553	561	564	3	4	3	8	10	11	87	78	75	2	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1239	39288	100	100	99	570	579	579	2	2	2	NA	5	6	95	81	77	4	13	16
Male	75	1441	40644	100	100	98	540	546	549	4	5	4	13	15	15	81	75	74	1	5	7
African American	12	185	4307	100	100	99	567	541	551	NA	8	4	8	12	13	83	76	75	8	4	7
Hispanic	82	1152	32672	100	99	99	547	549	548	4	5	4	7	12	14	87	78	76	2	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	24	1156	36602	100	100	99	561	575	579	NA	2	2	13	9	7	88	76	75	NA	13	16
Students with Disabilities	14	345	9919	100	100	93	473	504	505	7	10	9	50	33	35	43	54	54	NA	3	2
Students without Disabilities	117	2335	70081	100	100	100	562	569	571	3	3	2	3	7	7	92	81	79	3	9	12
Limited English Proficient Students	32	405	9571	100	98	96	507	495	502	13	14	10	13	24	29	75	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	130	1700	37534	100	99	98	553	551	547	3	4	4	8	12	15	87	78	76	2	6	5
Non-Economically Disadvantaged	NC	980	42466	NC	100	100	NC	578	578	NC	3	2	NC	7	7	NC	77	75	NC	14	16

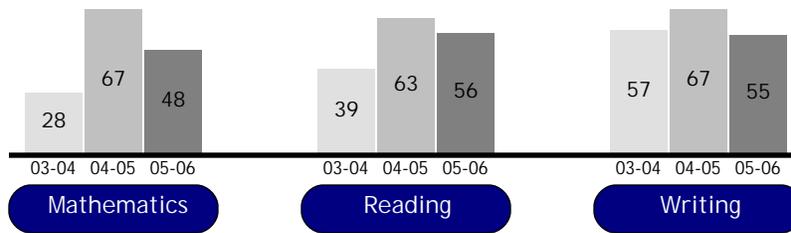
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	87	43	NA	58	100	24	40	47	100	25	35	46
	Language	97	40	44	50	100	24	40	47	100	27	35	48
	Mathematics	97	40	57	64	100	30	41	50	100	34	39	52
3	Reading	92	34	NA	55	100	30	40	44	100	20	37	46
	Language	96	43	56	61	100	31	40	44	100	22	39	46
	Mathematics	96	33	53	61	100	35	44	51	100	24	43	52
4	Reading	95	40	NA	56	100	34	42	48	100	32	44	52
	Language	99	40	48	52	100	36	44	49	100	32	44	52
	Mathematics	98	46	54	61	100	41	45	53	100	37	48	58
5	Reading	98	39	NA	55	100	42	47	50	100	43	48	56
	Language	98	38	45	49	100	44	48	50	100	41	44	54
	Mathematics	98	54	57	63	100	40	44	49	100	39	41	52
6	Reading	95	43	NA	56	100	45	48	51	100	44	52	56
	Language	99	37	44	48	100	44	45	47	100	41	46	50
	Mathematics	99	52	60	66	100	40	46	52	100	41	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

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

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	53.25
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	4	6	0	0
10 or more years	7	22	0	3

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	92
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 Computer Technology / Wireless Lab
- ü Library / Media Center
- ü Art / Music / PE Facilities
- ü Family Resource Center

Extracurricular Activities

- ü Yearbook
- ü After School Remedial Classes
- ü Chorus
- ü Fine Arts Program
- ü Chess Club
- ü Peer Mediation
- ü Boys and Girls Basketball
- ü Cross Country

Social Services

- ü Computer Classes for Adults
- ü ESL Classes for Adults
- ü Parenting Classes
- ü Social Worker /Family Resource Center
- ü PTO Volunteer Program
- ü Extended Day Care 'MOST'
- ü Second Step Violence Prevention
- ü Phoenix Parks & Recreation Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Full implementation of a Primary Literacy Lab and Intermediate Literacy Lab.

- ü All teachers are trained in a comprehensive literacy model to include guided reading, self-selected reading, working with words, and writing.

- ü All teachers have been trained in 'Accelerated Math' to provide individualized math practice, give immediate feedback, and monitor progress above and beyond the regular math curriculum.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	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) :

6

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	Phil Garitson	(602) 347-2405
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 347-6803
Parent Organization	Blanca Zavalza	(602) 347-2407
Student Health/Nurse	Jessie Mumua-Soqui	(602) 347-2410

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.