

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7337 N. 19th Avenue, Phoenix, AZ 85021

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 : Mrs. Andree Charlson
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-6
Web Address : www.wesd.k12.az.us
Phone Number : (602) 347-2900
Fax Number : (602) 347-2920
E-mail : acharls@wesd.k12.az.us

Mission

Orangewood School's mission is to prepare students to become literate, creative, responsible, lifelong learners in partnership with our families and the community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

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

School / Academic Goals

- ü Teachers will implement 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 design and implement strategies, practices and procedures that maximize the use of instructional time.
- ü Teachers will utilize focused and effective instructional practices that incorporate instructional strategies to meet the needs of a diverse student population.
- ü Teachers will utilize effective strategies in the Literacy lab to meet the needs of all students in the area of reading skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 774
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 118

Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Programs for English Language Learners
- Ü Full Time K-6 Gifted Programs
- Ü Full Day Kindergarten program
- Ü Literacy Lab
- Ü Special Needs programs
- Ü Primary Protected Reading Period

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

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

Parents

Parents are asked to read information provided by the school, to support school policies, initiatives and programs, to attend school activities, to communicate directly with students' teachers and to ensure student attendance and timeliness.

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 Teachers--Lamp of Learning Award	2005
Ü Community Member--Lamp of Learning Award	2005
Ü Childsplay Theater Grant	2005
Ü Artist In Residence Award	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	91	2709	80010	100	100	99	427	435	447	21	15	10	20	24	18	52	49	53	8	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1273	38935	100	100	99	426	435	447	21	13	9	21	25	19	53	50	55	4	12	17
Male	44	1436	40974	100	100	98	427	435	448	20	16	11	18	23	18	50	49	52	11	12	19
African American	12	173	4201	100	100	99	392	422	430	50	22	17	25	27	23	25	43	51	NA	8	9
Hispanic	40	1275	34545	100	100	99	428	422	432	23	20	14	13	30	24	58	46	53	8	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	29	1071	35142	100	100	99	442	453	465	3	8	5	28	17	11	59	54	56	10	21	28
Students with Disabilities	14	385	10161	100	100	93	416	406	419	14	35	28	29	32	28	57	28	36	NA	5	8
Students without Disabilities	77	2324	69849	100	100	100	429	439	451	22	11	7	18	23	17	51	53	56	9	13	19
Limited English Proficient Students	20	774	14013	95	99	97	423	409	413	30	26	24	10	36	34	55	36	39	5	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	69	1854	39029	100	99	98	424	426	432	22	18	14	20	29	25	51	47	52	7	6	9
Non-Economically Disadvantaged	22	855	40981	100	100	100	436	455	462	18	9	6	18	14	13	55	54	54	9	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	90	2701	79438	99	100	98	428	438	451	18	14	9	36	29	24	43	51	56	3	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1271	38775	98	100	99	431	444	457	17	11	7	33	28	22	48	53	58	2	8	13
Male	44	1430	40560	100	100	97	425	433	446	18	17	12	39	29	25	39	49	54	5	5	9
African American	12	172	4178	100	100	98	403	428	439	33	22	13	25	23	29	42	53	52	NA	2	6
Hispanic	40	1272	34297	100	100	98	420	424	434	20	19	14	40	36	31	40	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	28	1068	34887	97	100	98	447	456	471	7	8	4	36	20	15	50	61	63	7	11	18
Students with Disabilities	13	377	9588	93	99	88	405	399	416	38	43	30	31	30	32	31	24	34	NA	3	5
Students without Disabilities	77	2324	69850	100	100	100	432	444	456	14	10	7	36	28	23	45	55	59	4	7	12
Limited English Proficient Students	20	774	13856	95	99	96	404	406	407	30	28	27	50	44	43	20	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	68	1849	38685	99	99	97	425	429	435	18	17	14	37	33	32	44	46	50	1	4	5
Non-Economically Disadvantaged	22	852	40753	100	100	99	436	458	467	18	7	5	32	19	16	41	62	62	9	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	90	2700	79971	99	100	99	407	413	423	10	11	8	54	43	41	33	44	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1272	38974	100	100	99	410	427	437	9	7	5	53	36	33	36	53	57	2	3	4
Male	43	1428	40895	98	100	98	404	401	410	12	13	10	56	50	47	30	36	41	2	1	2
African American	12	172	4203	100	100	99	403	406	411	17	13	11	42	49	45	42	37	43	NA	1	2
Hispanic	39	1269	34481	98	99	99	402	403	410	10	13	10	62	47	46	26	39	43	3	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	29	1069	35150	100	100	99	425	426	437	7	7	5	45	38	35	45	51	56	3	3	5
Students with Disabilities	14	382	10258	100	100	94	362	355	377	21	33	23	71	48	51	7	18	25	NA	1	1
Students without Disabilities	76	2318	69713	99	100	100	415	422	429	8	7	5	51	43	39	38	48	52	3	2	3
Limited English Proficient Students	20	772	13985	95	99	97	400	387	382	10	18	18	60	52	54	30	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	68	1850	38994	99	99	98	395	405	409	13	12	10	59	48	47	28	39	41	NA	1	1
Non-Economically Disadvantaged	22	850	40977	100	100	100	444	431	437	NA	7	5	41	34	34	50	55	56	9	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	109	2820	80147	99	100	99	461	468	482	20	14	11	24	22	17	44	49	49	12	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1371	39281	100	100	99	460	469	483	17	12	9	26	24	17	46	50	50	11	15	24
Male	63	1448	40780	98	100	98	461	468	482	22	16	12	22	21	17	43	48	48	13	15	24
African American	10	182	4249	100	100	99	NA	449	464	NA	19	17	NA	30	22	NA	46	48	NA	5	13
Hispanic	49	1209	33494	98	100	99	450	455	466	27	19	15	24	27	23	41	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	43	1220	36122	100	100	99	479	484	501	14	8	5	21	16	10	44	53	50	21	23	35
Students with Disabilities	16	447	10295	100	99	92	417	436	443	50	36	33	31	28	26	19	31	33	NA	5	8
Students without Disabilities	93	2373	69852	99	100	100	468	474	488	15	10	7	23	21	16	48	52	51	14	17	26
Limited English Proficient Students	22	625	12722	96	100	97	427	436	441	45	29	27	23	35	33	32	34	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	65	1837	38371	98	99	97	451	458	465	23	17	15	25	26	23	48	47	49	5	9	13
Non-Economically Disadvantaged	44	983	41776	100	100	100	475	487	498	16	7	6	23	15	11	39	52	49	23	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	109	2816	79686	99	100	98	451	458	470	17	15	11	31	29	24	50	52	57	3	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1372	39163	100	100	99	455	463	475	11	12	9	35	28	22	52	55	60	2	5	10
Male	63	1443	40438	98	99	97	449	453	465	21	18	13	29	29	25	48	49	54	3	4	7
African American	10	183	4228	100	100	98	NA	446	458	NA	19	15	NA	34	28	NA	46	53	NA	1	4
Hispanic	49	1208	33299	98	100	98	441	443	452	18	21	17	43	35	32	37	43	47	2	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	43	1216	35914	100	99	98	466	475	489	16	9	5	16	21	15	63	62	67	5	8	14
Students with Disabilities	16	442	9808	100	98	87	408	418	432	56	46	35	31	31	32	13	23	30	NA	1	3
Students without Disabilities	93	2374	69878	99	100	100	459	465	475	10	10	8	31	28	23	56	57	61	3	5	9
Limited English Proficient Students	22	626	12594	96	100	96	418	419	422	32	35	34	59	44	45	9	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	65	1839	38095	98	99	97	445	447	452	15	19	17	42	34	32	42	46	48	2	2	3
Non-Economically Disadvantaged	44	977	41591	100	100	99	462	479	486	18	8	6	16	20	16	61	63	65	5	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	2835	80372	100	100	99	453	465	475	5	7	4	48	34	30	45	59	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1378	39452	100	100	99	463	479	488	2	4	3	48	28	22	48	67	72	2	2	3
Male	64	1456	40836	100	100	98	446	451	464	8	9	6	48	39	37	44	50	56	NA	1	1
African American	10	184	4264	100	100	99	NA	457	465	NA	9	5	NA	32	35	NA	59	59	NA	1	1
Hispanic	50	1213	33608	100	100	99	444	453	462	8	9	6	54	39	36	38	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	43	1230	36213	100	100	99	460	477	489	2	4	2	49	29	22	47	65	72	2	1	3
Students with Disabilities	16	457	10526	100	100	94	425	414	427	6	21	15	94	53	53	NA	26	31	NA	NA	1
Students without Disabilities	94	2378	69846	100	100	100	458	474	482	5	4	3	40	30	26	53	65	69	1	1	2
Limited English Proficient Students	22	629	12747	96	100	97	411	427	432	23	15	12	50	50	52	27	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	66	1850	38521	100	100	98	456	455	461	3	8	6	53	39	38	44	52	55	NA	1	1
Non-Economically Disadvantaged	44	985	41851	100	100	100	448	483	489	9	4	3	41	24	22	48	70	72	2	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	105	2774	79306	100	100	99	485	487	504	19	19	13	21	26	20	52	45	49	8	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1319	38845	100	100	99	486	488	505	20	17	11	16	28	20	57	46	50	8	9	18
Male	54	1453	40383	100	100	98	484	487	504	19	21	14	26	25	19	48	44	47	7	10	19
African American	12	177	4171	100	100	98	461	468	485	33	24	20	25	38	26	42	35	44	NA	3	10
Hispanic	42	1226	32673	100	100	99	479	473	487	24	25	18	17	32	25	60	39	46	NA	4	10
Asian/Pacific Islander	--	81	2147	--	99	99	--	518	539	--	11	5	--	12	10	--	54	46	--	22	40
American Indian/Alaskan Native	10	98	4034	100	99	97	NA	478	479	NA	20	22	NA	33	29	NA	43	43	NA	4	7
White	41	1191	36234	100	99	99	499	503	523	12	13	6	22	19	13	46	53	52	20	16	28
Students with Disabilities	15	459	10286	100	99	91	445	452	462	33	49	41	53	31	27	13	18	27	NA	3	5
Students without Disabilities	90	2315	69020	100	100	100	492	494	510	17	13	9	16	25	18	59	50	52	9	11	21
Limited English Proficient Students	12	471	10291	92	98	96	444	448	458	67	46	38	8	37	34	25	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	63	1788	37437	100	99	97	473	476	486	27	23	19	19	31	26	52	41	46	2	5	9
Non-Economically Disadvantaged	42	986	41869	100	100	100	503	507	521	7	12	7	24	17	14	52	53	51	17	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	105	2772	79000	100	100	98	485	478	489	9	14	10	29	28	24	52	53	58	10	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1319	38774	100	100	99	488	484	494	4	10	7	29	26	22	57	58	61	10	6	10
Male	54	1451	40150	100	100	98	483	473	485	13	18	12	28	30	25	48	48	55	11	5	8
African American	12	176	4153	100	100	98	465	467	476	17	16	13	33	34	30	50	48	53	NA	1	4
Hispanic	42	1225	32508	100	100	98	479	465	472	10	19	15	38	36	33	40	43	49	12	2	3
Asian/Pacific Islander	--	82	2142	--	100	99	--	497	510	--	11	4	--	18	14	--	60	67	--	11	16
American Indian/Alaskan Native	10	98	4016	100	99	96	NA	463	467	NA	17	14	NA	32	37	NA	51	46	NA	NA	2
White	41	1190	36135	100	99	98	501	494	508	7	9	4	15	19	14	63	63	67	15	9	15
Students with Disabilities	15	457	9991	100	98	88	447	440	449	33	42	33	40	36	36	27	20	29	NA	1	2
Students without Disabilities	90	2315	69009	100	100	100	492	485	495	4	9	6	27	26	22	57	59	62	12	6	10
Limited English Proficient Students	12	471	10199	92	98	95	444	435	439	33	41	35	42	45	47	25	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	63	1787	37234	100	99	97	473	469	472	11	17	15	33	33	33	51	48	50	5	2	3
Non-Economically Disadvantaged	42	985	41766	100	100	99	504	496	505	5	9	5	21	19	16	55	61	65	19	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	104	2787	79611	100	100	99	502	484	496	6	10	7	36	39	37	59	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1321	39016	100	100	99	520	503	511	NA	6	4	31	31	29	69	63	66	NA	0	1
Male	53	1464	40519	100	100	98	484	467	482	11	14	10	40	46	44	49	40	46	NA	NA	0
African American	11	176	4188	100	100	98	504	486	486	NA	9	9	45	41	40	55	50	50	NA	NA	0
Hispanic	42	1231	32855	100	100	99	490	471	481	10	13	10	38	44	43	52	43	47	NA	NA	0
Asian/Pacific Islander	--	82	2149	--	100	100	--	487	519	--	11	4	--	29	24	--	59	70	--	1	2
American Indian/Alaskan Native	10	99	3992	100	100	96	NA	476	478	NA	8	10	NA	53	46	NA	39	44	NA	NA	0
White	41	1198	36380	100	100	99	521	498	511	2	7	4	29	33	30	68	60	65	NA	0	1
Students with Disabilities	15	471	10664	100	100	94	457	426	440	13	27	23	60	56	54	27	17	22	NA	NA	1
Students without Disabilities	89	2316	68947	99	100	100	509	495	504	4	6	4	31	35	34	64	58	61	NA	0	1
Limited English Proficient Students	11	473	10362	85	99	97	459	428	438	18	25	22	55	56	57	27	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	62	1799	37626	98	100	98	496	475	479	5	11	10	40	42	45	55	46	45	NA	0	0
Non-Economically Disadvantaged	42	988	41985	100	100	100	511	500	511	7	7	4	29	32	30	64	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	95	2675	79327	100	100	98	492	505	518	37	25	19	16	22	20	44	43	46	3	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1240	38961	100	100	98	492	507	520	34	23	16	20	21	20	44	46	48	2	10	16
Male	45	1435	40295	100	100	97	493	504	516	40	26	21	11	22	19	44	40	44	4	11	16
African American	NC	184	4247	NC	100	98	NC	488	499	NC	34	27	NC	22	24	NC	39	41	NC	5	8
Hispanic	35	1153	32327	100	99	98	474	488	499	57	34	27	14	26	25	29	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	48	1151	36373	100	100	98	511	526	538	17	14	10	15	17	14	63	50	52	6	19	25
Students with Disabilities	12	339	9321	100	98	87	464	461	467	58	61	54	8	20	22	25	17	21	8	2	3
Students without Disabilities	83	2336	70006	100	100	100	496	511	524	34	19	14	17	22	19	47	46	49	2	12	18
Limited English Proficient Students	13	408	9431	100	99	95	443	456	466	92	64	53	NA	24	27	8	11	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	58	1696	37097	100	99	97	483	492	498	48	31	27	12	24	25	38	39	41	2	6	7
Non-Economically Disadvantaged	37	979	42230	100	100	99	506	528	535	19	14	11	22	17	15	54	49	50	5	20	24

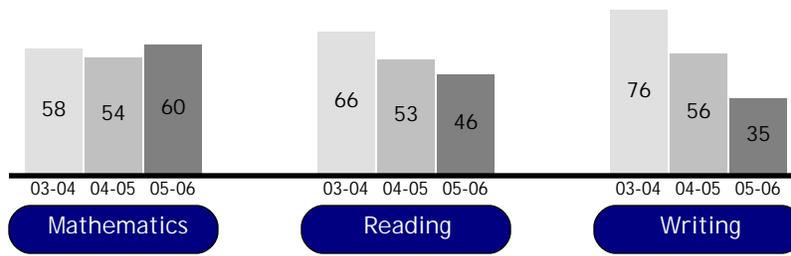
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2672	79501	100	100	98	487	490	497	18	14	10	20	27	25	59	56	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1239	39062	100	100	99	488	497	502	12	11	8	24	25	23	62	60	64	2	4	5
Male	45	1433	40368	100	100	98	486	484	491	24	16	13	16	29	27	56	52	57	4	3	3
African American	NC	183	4279	NC	100	99	NC	476	485	NC	17	14	NC	33	30	NC	49	54	NC	1	2
Hispanic	35	1152	32389	100	99	98	464	473	478	29	21	16	31	34	34	40	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	48	1150	36446	100	100	99	508	509	516	6	6	4	13	18	15	75	70	73	6	7	7
Students with Disabilities	12	336	9411	100	97	88	465	448	453	42	46	36	25	32	36	25	20	26	8	1	1
Students without Disabilities	83	2336	70090	100	100	100	490	496	502	14	9	7	19	26	24	64	61	65	2	4	5
Limited English Proficient Students	13	407	9401	100	99	94	425	437	443	77	50	40	15	39	46	8	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	58	1694	37183	100	99	97	474	478	479	21	18	16	26	33	34	53	48	49	NA	1	1
Non-Economically Disadvantaged	37	978	42318	100	100	99	506	510	513	14	7	5	11	18	17	68	68	70	8	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	95	2680	80000	100	100	99	541	561	564	8	4	3	15	10	11	71	78	75	6	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1239	39288	100	100	99	568	579	579	2	2	2	4	5	6	84	81	77	10	13	16
Male	45	1441	40644	100	100	98	510	546	549	16	5	4	27	15	15	56	75	74	2	5	7
African American	NC	185	4307	NC	100	99	NC	541	551	NC	8	4	NC	12	13	NC	76	75	NC	4	7
Hispanic	35	1152	32672	100	99	99	519	549	548	17	5	4	11	12	14	71	78	76	NA	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	48	1156	36602	100	100	99	560	575	579	2	2	2	17	9	7	71	76	75	10	13	16
Students with Disabilities	12	345	9919	100	100	93	481	504	505	17	10	9	33	33	35	42	54	54	8	3	2
Students without Disabilities	83	2335	70081	100	100	100	549	569	571	7	3	2	12	7	7	75	81	79	6	9	12
Limited English Proficient Students	13	405	9571	100	98	96	429	495	502	46	14	10	31	24	29	23	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	58	1700	37534	100	99	98	538	551	547	7	4	4	14	12	15	76	78	76	3	6	5
Non-Economically Disadvantaged	37	980	42466	100	100	100	545	578	578	11	3	2	16	7	7	62	77	75	11	14	16

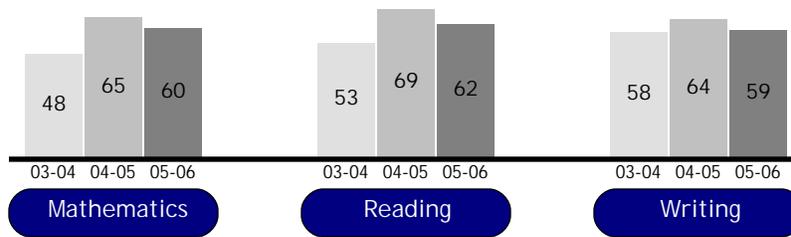
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	57	NA	58	99	38	40	47	100	43	35	46
	Language	100	39	44	50	99	35	40	47	100	37	35	48
	Mathematics	100	56	57	64	99	35	41	50	100	44	39	52
3	Reading	95	54	NA	55	98	36	40	44	99	34	37	46
	Language	98	55	56	61	98	34	40	44	100	27	39	46
	Mathematics	99	50	53	61	98	41	44	51	100	41	43	52
4	Reading	98	53	NA	56	100	46	42	48	100	43	44	52
	Language	100	50	48	52	100	45	44	49	100	41	44	52
	Mathematics	100	51	54	61	100	45	45	53	100	44	48	58
5	Reading	97	50	NA	55	100	51	47	50	100	52	48	56
	Language	99	47	45	49	100	50	48	50	100	52	44	54
	Mathematics	99	58	57	63	100	50	44	49	100	44	41	52
6	Reading	98	50	NA	56	100	47	48	51	100	52	52	56
	Language	99	41	44	48	100	43	45	47	100	46	46	50
	Mathematics	99	52	60	66	100	45	46	52	100	43	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

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

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To facilitate budget implementation
- ü To represent their constituents
- ü To engage in shared decision-making
- ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	47.00
Other Professional Staff	1.50	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	0
4 to 6 years	7	1	0	0
7 to 9 years	2	1	0	0
10 or more years	13	14	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	135
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/Band Facilities
- ü Library Media Center
- ü Science Lab
- ü Reading Literacy Lab

Extracurricular Activities

- ü Chorus
- ü Robotics Classes
- ü Computer Classes
- ü After School Remedial Classes
- ü Special Interest Classes
- ü Student Council
- ü Intra-Mural Sports
- ü Drama and Music Productions

Social Services

- ü Extended Day Care
- ü Extended Pre-Kindergarten Program
- ü After School Academic Programs
- ü Counseling Services
- ü Indian Education Services
- ü Food Distribution Program
- ü Dental Services/John C. Lincoln
- ü Circle of Health Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Designed and implemented practices to maximize the use of instructional time to achieve desired learning outcomes.

- ü Designed and implemented instructional strategies appropriate for English Language Learners.

- ü Designed and implemented a plan for Title One services for all students in K-6 grades in the area of reading skills.

- ü Designed a plan for K-3 override funds to focus on full day kindergarten implementation.

Student Activity Rates for School Year 2005-06

	% School	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) :

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	Andree Charlson	(602) 347-2900
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Sue Bauer/Terri Brown	(602) 347-2900
Student Health/Nurse	Therese Taylor	(602) 347-2910

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.