



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7502 N 39th Ave, Phoenix, AZ 85051

Washington Elementary School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

School Overview

Principal/Administrator : Ms. Luanne L. Herman
 Schedule : 07:30 AM to 04:00 PM
 Grades : 7-8
 2005 Enrollment : 1275
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-2500
 Fax Number : (602) 347-2520
 E-mail : lherman@pv.wesd.k12.az.us

Mission

Palo Verde's mission is to promote the use of technology, academic excellence, empowerment of students to acquire knowledge, partnerships with parents and community, a positive climate TEAM: Technology, Excellence, Achievement, Membership for all, Safety.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	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 implement brain-based strategies to teach reading and writing strategies through all curricular areas.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 1279
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 26

Instructional Programs

- Ü Art, Music, Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Drug/Alcohol/Tobacco Prevention Programs
- Ü English Language Learning Programs
- Ü Gifted Services
- Ü After-School Academic Programs
- Ü Remedial Reading Programs
- Ü Tutoring Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 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

Parents should make sure the child attends daily with adequate sleep and nutritional needs being met at home. Parents should keep abreast of the progress of the child by use of the STUDY SKILLS AGENDA and attending Parent-Teacher Conferences.

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 MESA Partnership Grant with Arizona State University	2005
Ü Safe and Healthy Schools Grant	2004
Ü 21st Century Grant	2004
Ü American Express Success Grant	2005

8th 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	622	2639	78250	100	100	99	503	532	548	34	28	21	21	20	18	41	45	48	3	7	13
All Students (Prior Year)	602	2592	75001	100	100	99	450	459	468	52	44	37	34	37	36	8	12	16	6	7	10
Female	305	1268	38071	100	100	99	515	535	549	34	26	20	22	22	19	41	45	49	3	7	12
Male	317	1371	40126	100	100	99	491	529	547	35	29	23	20	19	17	42	44	46	3	8	14
African American	45	170	4058	100	100	99	496	521	523	48	34	32	27	24	22	24	40	41	0	1	5
Hispanic	318	982	29129	100	100	99	510	516	527	38	40	32	22	22	23	38	35	40	1	3	6
Asian/Pacific Islander	20	83	1747	100	100	100	499	551	589	6	14	9	18	14	9	65	55	50	12	17	32
American Indian/Alaskan Native	24	103	4996	100	100	100	501	524	518	42	33	36	16	22	25	37	41	36	5	4	4
White	215	1301	38320	100	100	99	494	544	568	28	18	12	20	19	14	47	51	55	5	11	19
Students with Disabilities	86	323	9329	100	100	100	318	423	454	63	65	64	18	22	18	18	13	16	0	0	2
Students without Disabilities	536	2316	68996	99	99	99	534	547	561	29	22	16	22	20	18	45	49	52	3	8	14
Limited English Proficient Students	102	289	10133	100	100	100	415	462	488	51	55	45	28	24	25	20	20	28	1	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	377	1327	33388	92	93	94	522	525	530	39	37	32	21	22	22	38	38	40	2	3	5
Non-Economically Disadvantaged	245	1312	44937	100	100	100	472	539	561	26	18	13	22	18	15	47	52	54	5	12	18

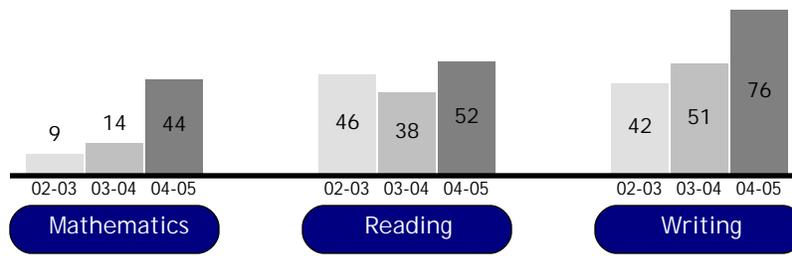
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	625	2645	78302	100	0	99	479	505	512	13	12	11	36	27	25	49	56	57	3	6	7
All Students (Prior Year)	601	2586	74918	100	100	99	485	491	497	41	36	32	21	20	19	31	33	35	7	11	15
Female	306	1269	38082	100	0	99	494	513	518	10	8	8	34	27	24	52	58	61	4	6	7
Male	319	1376	40166	100	0	99	463	498	507	15	15	14	38	27	26	46	53	54	1	5	6
African American	45	171	4064	100	0	100	484	503	498	15	14	14	33	26	29	48	57	54	3	4	3
Hispanic	319	982	29152	100	0	99	484	490	492	13	16	17	43	36	34	43	45	46	1	2	2
Asian/Pacific Islander	20	84	1746	100	0	100	466	513	542	6	10	5	12	18	13	82	65	66	0	7	16
American Indian/Alaskan Native	24	103	4993	100	0	100	471	492	484	26	18	19	21	29	38	53	52	42	0	1	1
White	217	1305	38347	100	0	99	471	516	531	11	8	5	30	21	17	54	63	68	5	9	10
Students with Disabilities	87	324	9353	100	0	100	316	405	429	29	34	40	44	41	38	27	24	22	0	1	1
Students without Disabilities	538	2321	69024	99	0	99	506	519	524	10	9	7	35	25	23	52	60	62	3	6	7
Limited English Proficient Students	102	289	10140	100	0	100	389	434	451	29	29	28	48	42	43	23	29	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	378	1329	33398	92	0	94	494	498	495	15	16	18	40	33	35	44	49	46	1	2	2
Non-Economically Disadvantaged	247	1316	44979	100	0	100	452	512	525	8	7	6	30	21	18	57	62	66	5	9	10

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	615	2632	78094	100	100	99	517	542	545	5	4	3	19	17	18	75	78	77	1	1	2
All Students (Prior Year)	593	2558	74503	98	99	99	469	473	491	9	11	9	40	39	32	50	46	51	1	4	8
Female	304	1267	38025	100	100	99	540	556	558	3	3	2	16	13	13	80	82	82	1	2	2
Male	311	1365	40013	100	100	99	495	528	534	7	5	5	22	21	23	70	73	71	1	1	1
African American	44	169	4037	98	99	99	524	542	532	0	1	4	30	23	22	70	75	73	0	0	1
Hispanic	314	977	29068	99	100	99	524	526	523	5	6	5	21	23	27	74	71	67	1	0	1
Asian/Pacific Islander	20	83	1743	100	100	100	513	551	577	0	1	2	24	18	9	65	75	82	12	6	8
American Indian/Alaskan Native	22	100	4981	96	98	100	494	537	526	12	4	4	24	20	25	65	77	70	0	0	0
White	215	1303	38265	100	100	99	508	552	564	6	3	2	15	12	11	79	83	84	1	2	3
Students with Disabilities	84	321	9275	100	100	100	322	423	444	16	12	14	49	47	46	35	40	39	0	1	1
Students without Disabilities	531	2311	68892	98	99	98	549	558	559	3	3	2	15	13	14	81	83	82	1	2	2
Limited English Proficient Students	98	285	10084	100	100	100	415	459	474	13	13	10	36	35	39	50	51	50	1	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	373	1324	33296	91	93	94	535	535	527	4	5	5	21	22	27	74	72	67	1	1	0
Non-Economically Disadvantaged	242	1308	44871	100	100	100	488	549	559	5	2	2	17	12	12	76	83	84	1	2	3

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)

8th 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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	94	42	49	51	93	46	NA	54	95	42	47	50
	Language	96	41	50	54	94	47	54	58	95	43	51	52
	Mathematics	98	47	53	58	93	52	55	62	94	40	46	50
8	Reading	93	48	51	53	97	47	NA	55	97	43	49	51
	Language	97	37	43	49	100	38	45	52	97	44	48	50
	Mathematics	97	49	54	58	99	51	55	61	97	42	49	53

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

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	76.00
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	8	6	0	0
7 to 9 years	4	0	0	0
10 or more years	23	30	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	303
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

ü Art/ Music/P.E./Library Facilities	ü Mobile computer lab
ü Computer/Technogy Lab	ü Breakfast in the Classroom

Extracurricular Activities

ü National Junior Honor Society	ü Yearbook
ü Student Council	ü MESA Program/ U of AZ
ü Choir/Band	ü Chess Club
ü Interscholastic Sports	ü After-School Computer Lab

Social Services

ü After School Academics (21st Century)	ü Non-Priced Lunch for All Students
ü Individual Counseling Services	ü Parenting Classes
ü Family Resource Center	ü Non-Priced Breakfast in the Classroom
ü Facility Rental	ü Summer School/ Summer Breakfast Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Continued training and implementation of instructional strategies appropriate for teaching English Language Learners.

- ü Implemented a training plan for staff to implement the use of brain-based strategies to teach reading and writing across all curricular areas.

- ü Implemented a school-wide Olweus Bullying Program.

- ü Designed and implemented school-wide focus on math terms/vocabulary.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	32	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	7	0	1	6
Status Unknown ¹¹	2	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

37

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	Luanne Herman	(602) 347-2505
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Luanne Herman	(602) 347-2505
Student Health/Nurse	Leanne Stoner	(602) 347-2510

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."

ACHIEVEMENT PROFILES

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 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 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.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 100 Copies = \$38.00

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

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