

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2021 West Alice, 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Ms. Jacqueline Jackson  
 Schedule : 07:15 AM to 03:15 PM  
 Grades : Pre-K-6  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 347-3000  
 Fax Number : (602) 347-3020  
 E-mail : jjackso@rm.wesd.k12.az.us

### Mission

The mission of Richard E. Miller Elementary School is to provide all students with the mental, physical, and social skills that will enable them to reach their full potential in a rapidly changing society.

### 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 continue to research, design, and implement support programs for students in the areas of academics and social growth.
- ü Teachers will continue to analyze best instructional practices and use data to make instructional decisions associated with the mission and goals of the school.
- ü Teachers will increase collaboration and sharing of effective strategies to ensure the mastery of grade level curriculum and state standards.

### Enrollment

October 1, 2005 School Year Student Enrollment : 745  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 31

Instructional Programs

- ü Preschool Program
- ü Full Day Kindergarten
- ü Half-Day Kindergarten
- ü Gifted Instruction K - 6
- ü K - 2 Literacy Lab and 3 - 6 Title I Lab
- ü Resource Special Education
- ü Art, Music, and Physical Education
- ü Afterschool Enrichment Programs

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 and inviting environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

Richard E. Miller parents are expected to work collaboratively with teachers and school staff, ensure punctual and consistent student attendance, volunteer to assist with classroom and school activities, and participate in PTO sponsored events.

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 Phoenix Public Library Project GOAL Award - 1st Grade	2002
ü International Water Education Poster Contest Winners	2002
ü Preschool Accreditation Honor - Division of NAEYC	2002
ü District Lamp of Learning Awardee- Vision Aide	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	105	2709	80010	100	100	99	428	435	447	16	15	10	25	24	18	50	49	53	9	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1273	38935	100	100	99	427	435	447	17	13	9	24	25	19	52	50	55	7	12	17
Male	63	1436	40974	98	100	98	429	435	448	16	16	11	25	23	18	49	49	52	10	12	19
African American	NC	173	4201	NC	100	99	NC	422	430	NC	22	17	NC	27	23	NC	43	51	NC	8	9
Hispanic	37	1275	34545	100	100	99	410	422	432	24	20	14	27	30	24	49	46	53	NA	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	17	105	3979	100	100	96	430	423	424	NA	16	17	47	30	30	47	49	47	6	5	6
White	37	1071	35142	97	100	99	436	453	465	19	8	5	14	17	11	51	54	56	16	21	28
Students with Disabilities	12	385	10161	100	100	93	379	406	419	58	35	28	25	32	28	17	28	36	NA	5	8
Students without Disabilities	93	2324	69849	100	100	100	434	439	451	11	11	7	25	23	17	55	53	56	10	13	19
Limited English Proficient Students	20	774	14013	95	99	97	404	409	413	30	26	24	30	36	34	40	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	56	1854	39029	100	99	98	415	426	432	21	18	14	30	29	25	45	47	52	4	6	9
Non-Economically Disadvantaged	49	855	40981	100	100	100	443	455	462	10	9	6	18	14	13	57	54	54	14	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	105	2701	79438	100	100	98	436	438	451	15	14	9	29	29	24	52	51	56	4	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1271	38775	100	100	99	445	444	457	12	11	7	26	28	22	55	53	58	7	8	13
Male	63	1430	40560	98	100	97	430	433	446	17	17	12	30	29	25	51	49	54	2	5	9
African American	NC	172	4178	NC	100	98	NC	428	439	NC	22	13	NC	23	29	NC	53	52	NC	2	6
Hispanic	37	1272	34297	100	100	98	419	424	434	22	19	14	38	36	31	38	42	50	3	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	17	104	3940	100	100	95	437	428	429	NA	15	14	35	30	36	65	53	47	NA	2	3
White	37	1068	34887	97	100	98	444	456	471	19	8	4	19	20	15	57	61	63	5	11	18
Students with Disabilities	12	377	9588	100	99	88	375	399	416	58	43	30	42	30	32	NA	24	34	NA	3	5
Students without Disabilities	93	2324	69850	100	100	100	444	444	456	10	10	7	27	28	23	59	55	59	4	7	12
Limited English Proficient Students	20	774	13856	95	99	96	406	406	407	30	28	27	40	44	43	30	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	56	1849	38685	100	99	97	424	429	435	21	17	14	30	33	32	46	46	50	2	4	5
Non-Economically Disadvantaged	49	852	40753	100	100	99	450	458	467	8	7	5	27	19	16	59	62	62	6	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	105	2700	79971	100	100	99	404	413	423	14	11	8	42	43	41	41	44	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	1272	38974	100	100	99	425	427	437	7	7	5	31	36	33	60	53	57	2	3	4
Male	63	1428	40895	98	100	98	389	401	410	19	13	10	49	50	47	29	36	41	3	1	2
African American	NC	172	4203	NC	100	99	NC	406	411	NC	13	11	NC	49	45	NC	37	43	NC	1	2
Hispanic	37	1269	34481	100	99	99	386	403	410	22	13	10	46	47	46	32	39	43	NA	1	1
Asian/Pacific Islander	NC	85	2067	NC	100	99	NC	428	449	NC	8	4	NC	31	28	NC	60	60	NC	1	8
American Indian/Alaskan Native	17	105	3995	100	100	96	403	399	409	12	14	10	47	51	47	41	34	42	NA	NA	1
White	37	1069	35150	97	100	99	421	426	437	8	7	5	30	38	35	57	51	56	5	3	5
Students with Disabilities	12	382	10258	100	100	94	312	355	377	50	33	23	42	48	51	8	18	25	NA	1	1
Students without Disabilities	93	2318	69713	100	100	100	416	422	429	10	7	5	42	43	39	45	48	52	3	2	3
Limited English Proficient Students	20	772	13985	95	99	97	371	387	382	30	18	18	45	52	54	25	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	56	1850	38994	100	99	98	390	405	409	20	12	10	43	48	47	36	39	41	2	1	1
Non-Economically Disadvantaged	49	850	40977	100	100	100	420	431	437	8	7	5	41	34	34	47	55	56	4	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	107	2820	80147	100	100	99	471	468	482	12	14	11	19	22	17	53	49	49	16	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1371	39281	100	100	99	474	469	483	13	12	9	22	24	17	46	50	50	20	15	24
Male	61	1448	40780	100	100	98	469	468	482	11	16	12	16	21	17	59	48	48	13	15	24
African American	12	182	4249	100	100	99	456	449	464	25	19	17	8	30	22	58	46	48	8	5	13
Hispanic	29	1209	33494	100	100	99	455	455	466	14	19	15	24	27	23	59	44	49	3	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	15	108	4117	100	99	96	441	458	456	20	15	19	33	27	27	47	53	46	NA	6	8
White	44	1220	36122	100	100	99	490	484	501	5	8	5	14	16	10	52	53	50	30	23	35
Students with Disabilities	11	447	10295	100	99	92	425	436	443	36	36	33	45	28	26	18	31	33	NA	5	8
Students without Disabilities	96	2373	69852	100	100	100	476	474	488	9	10	7	16	21	16	57	52	51	18	17	26
Limited English Proficient Students	11	625	12722	100	100	97	442	436	441	18	29	27	36	35	33	45	34	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	55	1837	38371	100	99	97	458	458	465	18	17	15	16	26	23	60	47	49	5	9	13
Non-Economically Disadvantaged	52	983	41776	100	100	100	485	487	498	6	7	6	21	15	11	46	52	49	27	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	107	2816	79686	100	100	98	467	458	470	8	15	11	31	29	24	53	52	57	7	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1372	39163	100	100	99	467	463	475	9	12	9	28	28	22	59	55	60	4	5	10
Male	61	1443	40438	100	99	97	467	453	465	8	18	13	33	29	25	49	49	54	10	4	7
African American	12	183	4228	100	100	98	462	446	458	8	19	15	33	34	28	50	46	53	8	1	4
Hispanic	29	1208	33299	100	100	98	445	443	452	17	21	17	41	35	32	41	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	15	108	4087	100	99	96	436	448	446	7	15	16	60	41	38	33	42	44	NA	3	2
White	44	1216	35914	100	99	98	495	475	489	2	9	5	16	21	15	66	62	67	16	8	14
Students with Disabilities	11	442	9808	100	98	87	423	418	432	27	46	35	64	31	32	9	23	30	NA	1	3
Students without Disabilities	96	2374	69878	100	100	100	472	465	475	6	10	8	27	28	23	58	57	61	8	5	9
Limited English Proficient Students	11	626	12594	100	100	96	426	419	422	18	35	34	64	44	45	18	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	55	1839	38095	100	99	97	456	447	452	11	19	17	36	34	32	49	46	48	4	2	3
Non-Economically Disadvantaged	52	977	41591	100	100	99	479	479	486	6	8	6	25	20	16	58	63	65	12	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	107	2835	80372	100	100	99	474	465	475	3	7	4	32	34	30	64	59	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1378	39452	100	100	99	492	479	488	NA	4	3	24	28	22	74	67	72	2	2	3
Male	61	1456	40836	100	100	98	460	451	464	5	9	6	38	39	37	57	50	56	NA	1	1
African American	12	184	4264	100	100	99	489	457	465	NA	9	5	25	32	35	67	59	59	8	1	1
Hispanic	29	1213	33608	100	100	99	446	453	462	7	9	6	45	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	15	108	4128	100	99	97	452	461	464	7	8	4	47	32	39	47	59	56	NA	NA	1
White	44	1230	36213	100	100	99	495	477	489	NA	4	2	20	29	22	80	65	72	NA	1	3
Students with Disabilities	11	457	10526	100	100	94	448	414	427	NA	21	15	73	53	53	27	26	31	NA	NA	1
Students without Disabilities	96	2378	69846	100	100	100	476	474	482	3	4	3	27	30	26	69	65	69	1	1	2
Limited English Proficient Students	11	629	12747	100	100	97	443	427	432	9	15	12	45	50	52	45	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	55	1850	38521	100	100	98	467	455	461	2	8	6	42	39	38	55	52	55	2	1	1
Non-Economically Disadvantaged	52	985	41851	100	100	100	480	483	489	4	4	3	21	24	22	75	70	72	NA	2	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2774	79306	99	100	99	493	487	504	18	19	13	25	26	20	43	45	49	14	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1319	38845	100	100	99	496	488	505	15	17	11	25	28	20	46	46	50	15	9	18
Male	55	1453	40383	98	100	98	491	487	504	22	21	14	25	25	19	40	44	47	13	10	19
African American	12	177	4171	92	100	98	469	468	485	17	24	20	50	38	26	33	35	44	NA	3	10
Hispanic	35	1226	32673	100	100	99	480	473	487	23	25	18	29	32	25	43	39	46	6	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	44	1191	36234	98	99	99	507	503	523	18	13	6	18	19	13	41	53	52	23	16	28
Students with Disabilities	15	459	10286	94	99	91	456	452	462	60	49	41	13	31	27	20	18	27	7	3	5
Students without Disabilities	88	2315	69020	100	100	100	499	494	510	11	13	9	27	25	18	47	50	52	15	11	21
Limited English Proficient Students	10	471	10291	100	98	96	NA	448	458	NA	46	38	NA	37	34	NA	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	48	1788	37437	96	99	97	473	476	486	27	23	19	33	31	26	35	41	46	4	5	9
Non-Economically Disadvantaged	55	986	41869	100	100	100	511	507	521	11	12	7	18	17	14	49	53	51	22	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	103	2772	79000	99	100	98	493	478	489	7	14	10	25	28	24	58	53	58	10	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1319	38774	100	100	99	499	484	494	6	10	7	21	26	22	63	58	61	10	6	10
Male	55	1451	40150	98	100	98	487	473	485	7	18	12	29	30	25	55	48	55	9	5	8
African American	12	176	4153	92	100	98	470	467	476	8	16	13	33	34	30	58	48	53	NA	1	4
Hispanic	35	1225	32508	100	100	99	481	465	472	14	19	15	29	36	33	54	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	44	1190	36135	98	99	98	509	494	508	NA	9	4	25	19	14	55	63	67	20	9	15
Students with Disabilities	15	457	9991	94	98	88	457	440	449	13	42	33	53	36	36	27	20	29	7	1	2
Students without Disabilities	88	2315	69009	100	100	100	499	485	495	6	9	6	20	26	22	64	59	62	10	6	10
Limited English Proficient Students	10	471	10199	100	98	95	NA	435	439	NA	41	35	NA	45	47	NA	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	48	1787	37234	96	99	97	478	469	472	6	17	15	40	33	33	52	48	50	2	2	3
Non-Economically Disadvantaged	55	985	41766	100	100	99	506	496	505	7	9	5	13	19	16	64	61	65	16	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	484	484	496	9	10	7	40	39	37	51	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1321	39016	100	100	99	509	503	511	6	6	4	19	31	29	75	63	66	NA	0	1
Male	56	1464	40519	100	100	98	462	467	482	11	14	10	59	46	44	30	40	46	NA	NA	0
African American	12	176	4188	92	100	98	514	486	486	NA	9	9	33	41	40	67	50	50	NA	NA	0
Hispanic	35	1231	32855	100	100	99	465	471	481	17	13	10	34	44	43	49	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	45	1198	36380	100	100	99	497	498	511	NA	7	4	49	33	30	51	60	65	NA	0	1
Students with Disabilities	15	471	10664	94	100	94	411	426	440	20	27	23	67	56	54	13	17	22	NA	NA	1
Students without Disabilities	89	2316	68947	100	100	100	496	495	504	7	6	4	36	35	34	57	58	61	NA	0	1
Limited English Proficient Students	10	473	10362	100	99	97	NA	428	438	NA	25	22	NA	56	57	NA	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	49	1799	37626	98	100	98	474	475	479	10	11	10	47	42	45	43	46	45	NA	0	0
Non-Economically Disadvantaged	55	988	41985	100	100	100	492	500	511	7	7	4	35	32	30	58	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	104	2675	79327	99	100	98	508	505	518	18	25	19	24	22	20	49	43	46	9	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1240	38961	100	100	98	511	507	520	16	23	16	22	21	20	55	46	48	6	10	16
Male	55	1435	40295	98	100	97	506	504	516	20	26	21	25	22	19	44	40	44	11	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	33	1153	32327	100	99	98	492	488	499	33	34	27	21	26	25	39	35	41	6	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	17	114	4391	100	100	96	495	491	489	24	32	32	35	29	27	35	34	36	6	4	4
White	44	1151	36373	100	100	98	522	526	538	5	14	10	25	17	14	61	50	52	9	19	25
Students with Disabilities	NC	339	9321	NC	98	87	NC	461	467	NC	61	54	NC	20	22	NC	17	21	NC	2	3
Students without Disabilities	96	2336	70006	99	100	100	512	511	524	17	19	14	22	22	19	52	46	49	9	12	18
Limited English Proficient Students	13	408	9431	100	99	95	455	456	466	77	64	53	8	24	27	8	11	18	8	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	52	1696	37097	100	99	97	504	492	498	17	31	27	27	24	25	50	39	41	6	6	7
Non-Economically Disadvantaged	52	979	42230	98	100	99	513	528	535	19	14	11	21	17	15	48	49	50	12	20	24

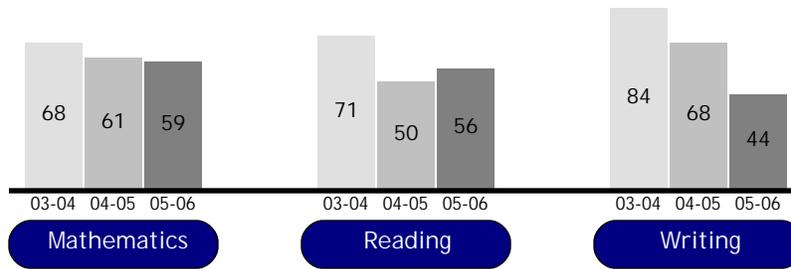
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2672	79501	99	100	98	496	490	497	9	14	10	35	27	25	51	56	60	6	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1239	39062	100	100	99	503	497	502	8	11	8	31	25	23	53	60	64	8	4	5
Male	55	1433	40368	98	100	98	489	484	491	9	16	13	38	29	27	49	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	33	1152	32389	100	99	98	480	473	478	21	21	16	33	34	34	39	43	48	6	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	17	114	4401	100	100	96	483	480	473	NA	14	17	53	41	40	47	44	43	NA	1	1
White	44	1150	36446	100	100	99	510	509	516	2	6	4	32	18	15	59	70	73	7	7	7
Students with Disabilities	NC	336	9411	NC	97	88	NC	448	453	NC	46	36	NC	32	36	NC	20	26	NC	1	1
Students without Disabilities	96	2336	70090	99	100	100	500	496	502	6	9	7	33	26	24	54	61	65	6	4	5
Limited English Proficient Students	13	407	9401	100	99	94	428	437	443	54	50	40	38	39	46	8	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	52	1694	37183	100	99	97	492	478	479	10	18	16	35	33	34	50	48	49	6	1	1
Non-Economically Disadvantaged	52	978	42318	98	100	99	499	510	513	8	7	5	35	18	17	52	68	70	6	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	103	2680	80000	98	100	99	559	561	564	3	4	3	11	10	11	80	78	75	7	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1239	39288	100	100	99	583	579	579	2	2	2	4	5	6	80	81	77	14	13	16
Male	54	1441	40644	96	100	98	538	546	549	4	5	4	17	15	15	80	75	74	NA	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	32	1152	32672	97	99	99	539	549	548	3	5	4	22	12	14	75	78	76	NA	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	17	114	4424	100	100	97	562	570	549	NA	NA	3	6	6	14	88	88	77	6	6	5
White	44	1156	36602	100	100	99	581	575	579	NA	2	2	5	9	7	86	76	75	9	13	16
Students with Disabilities	NC	345	9919	NC	100	93	NC	504	505	NC	10	9	NC	33	35	NC	54	54	NC	3	2
Students without Disabilities	95	2335	70081	98	100	100	565	569	571	2	3	2	11	7	7	80	81	79	7	9	12
Limited English Proficient Students	12	405	9571	92	98	96	483	495	502	8	14	10	58	24	29	33	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	52	1700	37534	100	99	98	548	551	547	6	4	4	12	12	15	75	78	76	8	6	5
Non-Economically Disadvantaged	51	980	42466	96	100	100	570	578	578	NA	3	2	10	7	7	84	77	75	6	14	16

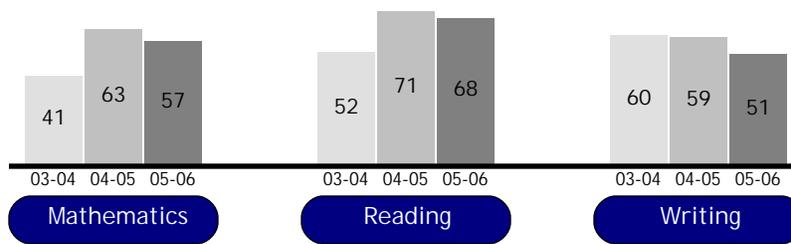
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	97	61	NA	58	100	42	40	47	99	39	35	46
	Language	97	48	44	50	100	43	40	47	99	41	35	48
	Mathematics	99	64	57	64	99	46	41	50	99	44	39	52
3	Reading	93	65	NA	55	99	40	40	44	100	35	37	46
	Language	93	68	56	61	99	37	40	44	100	35	39	46
	Mathematics	95	69	53	61	98	43	44	51	100	41	43	52
4	Reading	100	58	NA	56	100	46	42	48	100	48	44	52
	Language	100	54	48	52	100	44	44	49	100	52	44	52
	Mathematics	100	57	54	61	100	45	45	53	100	50	48	58
5	Reading	96	55	NA	55	100	51	47	50	99	58	48	56
	Language	96	49	45	49	100	52	48	50	99	56	44	54
	Mathematics	96	63	57	63	100	48	44	49	99	52	41	52
6	Reading	100	61	NA	56	99	49	48	51	99	54	52	56
	Language	100	44	44	48	99	50	45	47	99	50	46	50
	Mathematics	100	63	60	66	99	50	46	52	99	58	50	58

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

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

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	1.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	9	1	0	0
7 to 9 years	3	5	0	0
10 or more years	4	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	96
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/ Library Facilities	ü K- 2 Academic Lab
ü Computer Lab	ü 3 - 6 Title I Lab

Extracurricular Activities

ü CHAMPS	ü Leadership / Student Council
ü Club MED Enrichment / Field Sports	ü Peer Mediators
ü Cross Country / Track	ü Skippers / Jump Rope
ü Girls / Boys Basketball	ü Tap Dance

Social Services

ü Before and After School Day Care	ü Health Services
ü Community Education Programs	ü Lunch Program
ü Free After School Program	ü Parenting Classes
ü Free Breakfast Program	ü School Social Worker

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Demonstrated an understanding of district curriculum by: analyzing the strands, concepts, and objectives of grade level state standards in reading, writing, and math.
  
- ü Discussed and researched effective instructional strategies in grade level teacher learning teams, based on student learning goals for reading, writing, and math.
  
- ü Implemented safety, facility, and customer service plans to enhance the safe and inviting atmosphere of the campus.
  
- ü Maintained focus on effective strategies, practices, and routines that enhance positive classroom and school-wide behavior through the use of the staff-developed Richard E. Miller Procedures and Routines Manual.

Student Activity Rates for School Year 2005-06

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

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

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

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

## School Safety

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

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

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

0
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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	Jackie Jackson	(602) 347-3005
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Christy Bacon	(602) 347-3000
Student Health/Nurse	Melinda Piwinski	(602) 347-3010

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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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.