

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7702 N. 39th Avenue, 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)

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. Karen A Menaugh
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-3100
 Fax Number : (602) 347-3120
 E-mail : kmenaugh@rr.wesd.k12.az.us

Mission

The mission of Roadrunner School is to prepare students for the future demands of a changing society. The cornerstones for achieving this mission include diverse experiences, quality educational programs, staff, community and parental partnerships provided in a safe, nurturing, developmentally appropriate environment.

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 To implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü To provide a safe and inviting environment by continuing to implement practices for CHARACTER COUNTS!
- ü To train and implement research-based instructional practices and delivery systems in reading, including a Tier III Reading Program, and to build knowledge of strategies, practices, procedures that maximize the use of instructional time.
- ü To implement a full-day Kindergarten Program to maximize learning for students.

Enrollment

October 1, 2005 School Year Student Enrollment : 842
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 55

Instructional Programs

- Comprehensive Curriculum
- Academic Intervention Programs K-6
- Programs for English Language Learners
- Gifted and Special Education Programs
- Preschool and Full Day Kindergarten
- Physical Education
- Olweus Bullying Prevention Program
- Drug/Alcohol/Tobacco Prevention Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 55 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Roadrunner Elementary School is committed to providing: high academic standards, a safe environment, consistent leadership, effective instructional practices, setting goals and expectations for students, a focus on student achievement, a strong literacy program, regular home/school communication, a welcoming community, and personal and professional development.

Parents

Parent responsibilities are to ensure student attendance and get children to school on time, provide proper clothing and nourishment, attend parent-teacher conferences, support school policies including dress codes and behavior codes, support behavior plans, provide time and an appropriate environment for homework, and communicate regularly with the school and child.

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
• Arizona Commission on the Arts Grant	2004
• Phoenix Arts Commission Grant	2004
• Westside Food Bank Winner	2004
• Lamp of Learning Award	2002

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	109	2709	80010	100	100	99	445	435	447	5	15	10	24	24	18	56	49	53	16	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1273	38935	100	100	99	438	435	447	6	13	9	31	25	19	54	50	55	9	12	17
Male	55	1436	40974	100	100	98	452	435	448	4	16	11	16	23	18	58	49	52	22	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	55	1275	34545	100	100	99	440	422	432	5	20	14	24	30	24	62	46	53	9	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	43	1071	35142	100	100	99	451	453	465	5	8	5	26	17	11	47	54	56	23	21	28
Students with Disabilities	10	385	10161	100	100	93	NA	406	419	NA	35	28	NA	32	28	NA	28	36	NA	5	8
Students without Disabilities	99	2324	69849	100	100	100	447	439	451	5	11	7	22	23	17	57	53	56	16	13	19
Limited English Proficient Students	37	774	14013	100	99	97	422	409	413	8	26	24	35	36	34	57	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	68	1854	39029	100	99	98	436	426	432	7	18	14	29	29	25	56	47	52	7	6	9
Non-Economically Disadvantaged	41	855	40981	100	100	100	461	455	462	NA	9	6	15	14	13	56	54	54	29	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	109	2701	79438	100	100	98	455	438	451	6	14	9	23	29	24	55	51	56	16	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1271	38775	100	100	99	456	444	457	2	11	7	30	28	22	50	53	58	19	8	13
Male	55	1430	40560	100	100	97	454	433	446	11	17	12	16	29	25	60	49	54	13	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	55	1272	34297	100	100	98	451	424	434	5	19	14	27	36	31	53	42	50	15	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	43	1068	34887	100	100	98	459	456	471	9	8	4	16	20	15	56	61	63	19	11	18
Students with Disabilities	10	377	9588	100	99	88	NA	399	416	NA	43	30	NA	30	32	NA	24	34	NA	3	5
Students without Disabilities	99	2324	69850	100	100	100	457	444	456	5	10	7	21	28	23	58	55	59	16	7	12
Limited English Proficient Students	37	774	13856	100	99	96	426	406	407	8	28	27	41	44	43	51	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	68	1849	38685	100	99	97	447	429	435	7	17	14	29	33	32	51	46	50	12	4	5
Non-Economically Disadvantaged	41	852	40753	100	100	99	468	458	467	5	7	5	12	19	16	61	62	62	22	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	109	2700	79971	100	100	99	453	413	423	3	11	8	22	43	41	72	44	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1272	38974	100	100	99	463	427	437	2	7	5	20	36	33	70	53	57	7	3	4
Male	55	1428	40895	100	100	98	443	401	410	4	13	10	24	50	47	73	36	41	NA	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	55	1269	34481	100	99	99	451	403	410	4	13	10	20	47	46	73	39	43	4	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	43	1069	35150	100	100	99	454	426	437	2	7	5	23	38	35	72	51	56	2	3	5
Students with Disabilities	10	382	10258	100	100	94	NA	355	377	NA	33	23	NA	48	51	NA	18	25	NA	1	1
Students without Disabilities	99	2318	69713	100	100	100	456	422	429	3	7	5	18	43	39	75	48	52	4	2	3
Limited English Proficient Students	37	772	13985	100	99	97	434	387	382	5	18	18	27	52	54	68	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	68	1850	38994	100	99	98	445	405	409	4	12	10	24	48	47	69	39	41	3	1	1
Non-Economically Disadvantaged	41	850	40977	100	100	100	468	431	437	NA	7	5	20	34	34	76	55	56	5	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	101	2820	80147	100	100	99	472	468	482	13	14	11	16	22	17	53	49	49	18	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1371	39281	100	100	99	467	469	483	17	12	9	15	24	17	56	50	50	12	15	24
Male	60	1448	40780	100	100	98	475	468	482	10	16	12	17	21	17	52	48	48	22	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	45	1209	33494	100	100	99	467	455	466	13	19	15	18	27	23	49	44	49	20	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	--	108	4117	--	99	96	--	458	456	--	15	19	--	27	27	--	53	46	--	6	8
White	39	1220	36122	100	100	99	481	484	501	13	8	5	13	16	10	54	53	50	21	23	35
Students with Disabilities	11	447	10295	100	99	92	439	436	443	27	36	33	27	28	26	45	31	33	NA	5	8
Students without Disabilities	90	2373	69852	100	100	100	476	474	488	11	10	7	14	21	16	54	52	51	20	17	26
Limited English Proficient Students	16	625	12722	100	100	97	446	436	441	19	29	27	25	35	33	56	34	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	63	1837	38371	100	99	97	473	458	465	10	17	15	17	26	23	54	47	49	19	9	13
Non-Economically Disadvantaged	38	983	41776	100	100	100	470	487	498	18	7	6	13	15	11	53	52	49	16	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	101	2816	79686	100	100	98	467	458	470	15	15	11	22	29	24	58	52	57	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1372	39163	100	100	99	474	463	475	12	12	9	22	28	22	59	55	60	7	5	10
Male	60	1443	40438	100	99	97	462	453	465	17	18	13	22	29	25	58	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	45	1208	33299	100	100	98	465	443	452	11	21	17	24	35	32	62	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	--	108	4087	--	99	96	--	448	446	--	15	16	--	41	38	--	42	44	--	3	2
White	39	1216	35914	100	99	98	475	475	489	21	9	5	15	21	15	54	62	67	10	8	14
Students with Disabilities	11	442	9808	100	98	87	423	418	432	55	46	35	18	31	32	27	23	30	NA	1	3
Students without Disabilities	90	2374	69878	100	100	100	472	465	475	10	10	8	22	28	23	62	57	61	6	5	9
Limited English Proficient Students	16	626	12594	100	100	96	439	419	422	31	35	34	19	44	45	50	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	63	1839	38095	100	99	97	464	447	452	16	19	17	19	34	32	60	46	48	5	2	3
Non-Economically Disadvantaged	38	977	41591	100	100	99	473	479	486	13	8	6	26	20	16	55	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	101	2835	80372	100	100	99	482	465	475	3	7	4	29	34	30	66	59	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1378	39452	100	100	99	495	479	488	2	4	3	20	28	22	73	67	72	5	2	3
Male	60	1456	40836	100	100	98	473	451	464	3	9	6	35	39	37	62	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	45	1213	33608	100	100	99	479	453	462	4	9	6	31	39	36	62	51	57	2	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	--	108	4128	--	99	97	--	461	464	--	8	4	--	32	39	--	59	56	--	NA	1
White	39	1230	36213	100	100	99	483	477	489	3	4	2	23	29	22	72	65	72	3	1	3
Students with Disabilities	11	457	10526	100	100	94	431	414	427	9	21	15	55	53	53	36	26	31	NA	NA	1
Students without Disabilities	90	2378	69846	100	100	100	488	474	482	2	4	3	26	30	26	70	65	69	2	1	2
Limited English Proficient Students	16	629	12747	100	100	97	451	427	432	6	15	12	50	50	52	44	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	63	1850	38521	100	100	98	476	455	461	5	8	6	29	39	38	67	52	55	NA	1	1
Non-Economically Disadvantaged	38	985	41851	100	100	100	493	483	489	NA	4	3	29	24	22	66	70	72	5	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	133	2774	79306	100	100	99	488	487	504	14	19	13	35	26	20	40	45	49	11	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1319	38845	100	100	99	484	488	505	11	17	11	43	28	20	37	46	50	10	9	18
Male	70	1453	40383	100	100	98	492	487	504	16	21	14	29	25	19	43	44	47	13	10	19
African American	NC	177	4171	NC	100	98	NC	468	485	NC	24	20	NC	38	26	NC	35	44	NC	3	10
Hispanic	64	1226	32673	100	100	99	472	473	487	19	25	18	45	32	25	31	39	46	5	4	10
Asian/Pacific Islander	NC	81	2147	NC	99	99	NC	518	539	NC	11	5	NC	12	10	NC	54	46	NC	22	40
American Indian/Alaskan Native	NC	98	4034	NC	99	97	NC	478	479	NC	20	22	NC	33	29	NC	43	43	NC	4	7
White	53	1191	36234	100	99	99	504	503	523	9	13	6	23	19	13	49	53	52	19	16	28
Students with Disabilities	18	459	10286	100	99	91	475	452	462	33	49	41	28	31	27	22	18	27	17	3	5
Students without Disabilities	115	2315	69020	100	100	100	490	494	510	10	13	9	37	25	18	43	50	52	10	11	21
Limited English Proficient Students	17	471	10291	100	98	96	445	448	458	53	46	38	29	37	34	18	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	79	1788	37437	100	99	97	475	476	486	18	23	19	39	31	26	39	41	46	4	5	9
Non-Economically Disadvantaged	54	986	41869	100	100	100	506	507	521	7	12	7	30	17	14	41	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	133	2772	79000	100	100	98	481	478	489	9	14	10	32	28	24	53	53	58	7	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1319	38774	100	100	99	485	484	494	8	10	7	29	26	22	57	58	61	6	6	10
Male	70	1451	40150	100	100	98	478	473	485	10	18	12	34	30	25	49	48	55	7	5	8
African American	NC	176	4153	NC	100	98	NC	467	476	NC	16	13	NC	34	30	NC	48	53	NC	1	4
Hispanic	64	1225	32508	100	100	99	467	465	472	13	19	15	45	36	33	41	43	49	2	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	53	1190	36135	100	99	98	497	494	508	6	9	4	15	19	14	66	63	67	13	9	15
Students with Disabilities	18	457	9991	100	98	88	474	440	449	22	42	33	22	36	36	50	20	29	6	1	2
Students without Disabilities	115	2315	69009	100	100	100	482	485	495	7	9	6	33	26	22	53	59	62	7	6	10
Limited English Proficient Students	17	471	10199	100	98	95	436	435	439	29	41	35	71	45	47	NA	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	79	1787	37234	100	99	97	473	469	472	11	17	15	35	33	33	51	48	50	3	2	3
Non-Economically Disadvantaged	54	985	41766	100	100	99	493	496	505	6	9	5	26	19	16	56	61	65	13	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	133	2787	79611	100	100	99	488	484	496	8	10	7	38	39	37	53	51	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1321	39016	100	100	99	503	503	511	5	6	4	37	31	29	57	63	66	2	0	1
Male	70	1464	40519	100	100	98	475	467	482	11	14	10	40	46	44	49	40	46	NA	NA	0
African American	NC	176	4188	NC	100	98	NC	486	486	NC	9	9	NC	41	40	NC	50	50	NC	NA	0
Hispanic	64	1231	32855	100	100	99	485	471	481	6	13	10	50	44	43	44	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	53	1198	36380	100	100	99	496	498	511	9	7	4	25	33	30	64	60	65	2	0	1
Students with Disabilities	18	471	10664	100	100	94	480	426	440	17	27	23	33	56	54	50	17	22	NA	NA	1
Students without Disabilities	115	2316	68947	100	100	100	490	495	504	7	6	4	39	35	34	53	58	61	1	0	1
Limited English Proficient Students	17	473	10362	100	99	97	435	428	438	18	25	22	65	56	57	18	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	79	1799	37626	100	100	98	479	475	479	10	11	10	43	42	45	47	46	45	NA	0	0
Non-Economically Disadvantaged	54	988	41985	100	100	100	502	500	511	6	7	4	31	32	30	61	61	65	2	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	114	2675	79327	100	100	98	478	505	518	39	25	19	28	22	20	30	43	46	3	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1240	38961	100	100	98	485	507	520	36	23	16	26	21	20	32	46	48	6	10	16
Male	64	1435	40295	100	100	97	472	504	516	42	26	21	30	22	19	28	40	44	NA	11	16
African American	10	184	4247	100	100	98	NA	488	499	NA	34	27	NA	22	24	NA	39	41	NA	5	8
Hispanic	64	1153	32327	100	99	98	476	488	499	45	34	27	23	26	25	27	35	41	5	4	8
Asian/Pacific Islander	NC	73	1939	NC	97	99	NC	517	556	NC	12	6	NC	23	10	NC	53	47	NC	11	36
American Indian/Alaskan Native	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	31	1151	36373	100	100	98	481	526	538	26	14	10	39	17	14	35	50	52	NA	19	25
Students with Disabilities	23	339	9321	100	98	87	453	461	467	65	61	54	26	20	22	9	17	21	NA	2	3
Students without Disabilities	91	2336	70006	100	100	100	484	511	524	33	19	14	29	22	19	35	46	49	3	12	18
Limited English Proficient Students	19	408	9431	100	99	95	441	456	466	79	64	53	16	24	27	5	11	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	70	1696	37097	100	99	97	470	492	498	49	31	27	23	24	25	27	39	41	1	6	7
Non-Economically Disadvantaged	44	979	42230	100	100	99	489	528	535	25	14	11	36	17	15	34	49	50	5	20	24

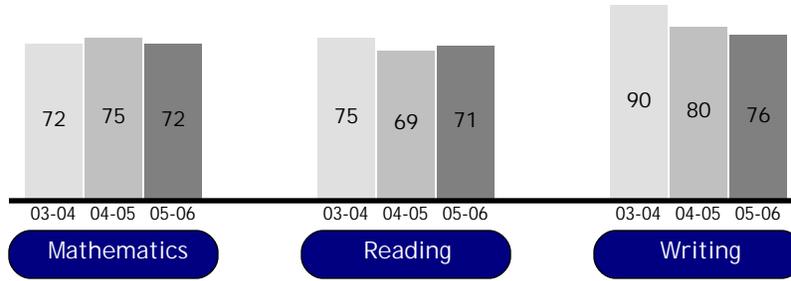
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2672	79501	100	100	98	478	490	497	20	14	10	33	27	25	45	56	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1239	39062	100	100	99	490	497	502	16	11	8	28	25	23	52	60	64	4	4	5
Male	64	1433	40368	100	100	98	468	484	491	23	16	13	38	29	27	39	52	57	NA	3	3
African American	10	183	4279	100	100	99	NA	476	485	NA	17	14	NA	33	30	NA	49	54	NA	1	2
Hispanic	64	1152	32389	100	99	98	468	473	478	28	21	16	36	34	34	34	43	48	2	1	1
Asian/Pacific Islander	NC	73	1936	NC	97	99	NC	490	519	NC	10	3	NC	30	14	NC	58	73	NC	3	9
American Indian/Alaskan Native	NC	114	4401	NC	100	96	NC	480	473	NC	14	17	NC	41	40	NC	44	43	NC	1	1
White	31	1150	36446	100	100	99	498	509	516	6	6	4	23	18	15	71	70	73	NA	7	7
Students with Disabilities	23	336	9411	100	97	88	452	448	453	43	46	36	26	32	36	30	20	26	NA	1	1
Students without Disabilities	91	2336	70090	100	100	100	484	496	502	14	9	7	35	26	24	48	61	65	2	4	5
Limited English Proficient Students	19	407	9401	100	99	94	431	437	443	53	50	40	42	39	46	5	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	70	1694	37183	100	99	97	468	478	479	26	18	16	36	33	34	39	48	49	NA	1	1
Non-Economically Disadvantaged	44	978	42318	100	100	99	493	510	513	11	7	5	30	18	17	55	68	70	5	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	114	2680	80000	100	100	99	541	561	564	5	4	3	14	10	11	77	78	75	4	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1239	39288	100	100	99	574	579	579	NA	2	2	8	5	6	84	81	77	8	13	16
Male	64	1441	40644	100	100	98	515	546	549	9	5	4	19	15	15	72	75	74	NA	5	7
African American	10	185	4307	100	100	99	NA	541	551	NA	8	4	NA	12	13	NA	76	75	NA	4	7
Hispanic	64	1152	32672	100	99	99	533	549	548	8	5	4	19	12	14	69	78	76	5	5	6
Asian/Pacific Islander	NC	73	1945	NC	97	99	NC	569	592	NC	5	1	NC	4	4	NC	78	69	NC	12	25
American Indian/Alaskan Native	NC	114	4424	NC	100	97	NC	570	549	NC	NA	3	NC	6	14	NC	88	77	NC	6	5
White	31	1156	36602	100	100	99	545	575	579	3	2	2	10	9	7	87	76	75	NA	13	16
Students with Disabilities	23	345	9919	100	100	93	497	504	505	13	10	9	30	33	35	57	54	54	NA	3	2
Students without Disabilities	91	2335	70081	100	100	100	552	569	571	3	3	2	10	7	7	82	81	79	4	9	12
Limited English Proficient Students	19	405	9571	100	98	96	437	495	502	26	14	10	37	24	29	37	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	70	1700	37534	100	99	98	535	551	547	6	4	4	16	12	15	76	78	76	3	6	5
Non-Economically Disadvantaged	44	980	42466	100	100	100	550	578	578	5	3	2	11	7	7	80	77	75	5	14	16

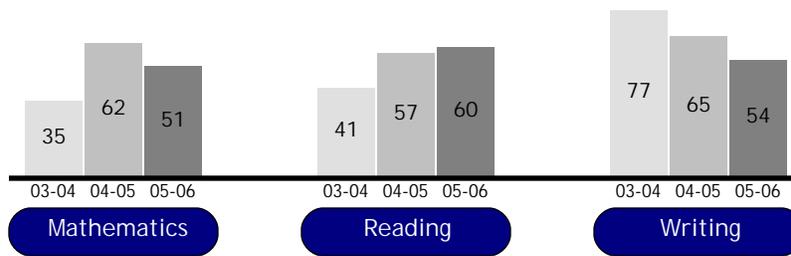
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	57	NA	58	99	43	40	47	100	41	35	46
	Language	100	44	44	50	99	41	40	47	100	35	35	48
	Mathematics	98	50	57	64	100	40	41	50	100	34	39	52
3	Reading	100	59	NA	55	99	44	40	44	100	46	37	46
	Language	100	68	56	61	99	43	40	44	100	44	39	46
	Mathematics	100	68	53	61	99	51	44	51	100	52	43	52
4	Reading	94	48	NA	56	99	42	42	48	100	52	44	52
	Language	98	50	48	52	99	40	44	49	100	50	44	52
	Mathematics	99	56	54	61	99	45	45	53	100	52	48	58
5	Reading	94	43	NA	55	100	43	47	50	100	46	48	56
	Language	95	45	45	49	100	44	48	50	100	44	44	54
	Mathematics	95	47	57	63	100	43	44	49	100	39	41	52
6	Reading	97	51	NA	56	100	41	48	51	100	39	52	56
	Language	99	43	44	48	100	40	45	47	100	34	46	50
	Mathematics	99	55	60	66	100	38	46	52	100	35	50	58

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

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

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	4.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	5	0	0
4 to 6 years	1	1	0	0
7 to 9 years	0	4	0	0
10 or more years	13	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	106
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	32%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE/Library Facilities
- ü Literacy Center
- ü Computer/Technology Lab
- ü Day Care (DES Services) and Preschool

Extracurricular Activities

- ü After School Remedial Classes
- ü Gang Resistance Education and Training
- ü Student Council
- ü Karate classes
- ü Drug Awareness Resistance Education
- ü Cheerleading
- ü Cross Country and Basketball Intramurals

Social Services

- ü Parenting Classes
- ü Counselling Services
- ü Extended Day Care
- ü Clothing Banks
- ü Breakfast/Lunch Programs
- ü Reach Out America Dental Services
- ü Community Education Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Designed and implemented procedures and practices to ensure a safe and inviting school environment through implementation of CHARACTER COUNTS!

- ü Implemented activities designed to teach the new math curriculum.

- ü Developed a process to implement research-based instructional practices and delivery systems in reading and to build knowledge of strategies, practices, and procedures that maximize the use of instructional time.

- ü Received an Arizona Commission on the Arts Grant and matching Phoenix Arts Commission Grant to provide fine arts and language arts enrichment.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	92	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	Karen Menaugh	(602) 347-3100
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(928) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Katheryn LaMountain/Angela Gonzales	(602) 347-3116
Student Health/Nurse	Arline McKeever	(602) 347-3110

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.

Footnotes

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

** 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.