

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

14218 N 47th Ave, Glendale, AZ 85306

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 : Mr. Mike Christensen  
 Schedule : 07:15 AM to 03:30 PM  
 Grades : K-6  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 896-6400  
 Fax Number : (602) 896-6420  
 E-mail : mc@su.wesd.k12.az.us

### Mission

The mission of Sunburst School, in partnership with its community, is to provide an atmosphere that will instill pride and responsibility; where students have opportunities to reach their individual potential in academic, emotional, and social growth, which will result in students becoming contributing members of 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 Write/monitor SMART goals that focus instruction on the specific needs of students based on assessment data.
- 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 focus on their individual growth plans.

### Enrollment

October 1, 2005 School Year Student Enrollment : 724  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 22

Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Full Day Kindergarten
- Ü After School Community Education
- Ü K-3 Reading/Math Intervention
- Ü After School Program
- Ü Gifted Classes
- Ü On-site Special Education classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school strives to provide: A safe environment; Consistent leadership; Effective instructional practices; Student achievement; A welcoming community; and personal and professional development.

Parents

To read, comprehend, and support the school in carrying out policies and procedures as indicated in the Sunburst Parent/Student Handbook. To read the weekly newsletters. To ensure that the children attend school and arrive on time.

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 Lamp of Learning Award	2003
Ü Employee of the Month	2002
Ü 4th Place Chess Team Award	2003
Ü Grand Canyon Art Contest	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2709	80010	99	100	99	461	435	447	1	15	10	11	24	18	69	49	53	19	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1273	38935	100	100	99	462	435	447	NA	13	9	8	25	19	73	50	55	19	12	17
Male	53	1436	40974	98	100	98	460	435	448	2	16	11	13	23	18	66	49	52	19	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	17	1275	34545	94	100	99	439	422	432	6	20	14	18	30	24	71	46	53	6	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	60	1071	35142	100	100	99	468	453	465	NA	8	5	8	17	11	68	54	56	23	21	28
Students with Disabilities	12	385	10161	100	100	93	454	406	419	NA	35	28	17	32	28	67	28	36	17	5	8
Students without Disabilities	78	2324	69849	99	100	100	462	439	451	1	11	7	10	23	17	69	53	56	19	13	19
Limited English Proficient Students	NC	774	14013	NC	99	97	NC	409	413	NC	26	24	NC	36	34	NC	36	39	NC	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	32	1854	39029	100	99	98	462	426	432	3	18	14	9	29	25	69	47	52	19	6	9
Non-Economically Disadvantaged	58	855	40981	98	100	100	461	455	462	NA	9	6	12	14	13	69	54	54	19	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	89	2701	79438	98	100	98	456	438	451	1	14	9	27	29	24	67	51	56	4	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1271	38775	100	100	99	461	444	457	NA	11	7	32	28	22	59	53	58	8	8	13
Male	52	1430	40560	96	100	97	452	433	446	2	17	12	23	29	25	73	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	17	1272	34297	94	100	98	437	424	434	6	19	14	41	36	31	53	42	50	NA	3	5
Asian/Pacific Islander	NC	85	2063	NC	100	99	NC	453	475	NC	6	3	NC	28	15	NC	56	63	NC	9	20
American Indian/Alaskan Native	NC	104	3940	NC	100	95	NC	428	429	NC	15	14	NC	30	36	NC	53	47	NC	2	3
White	60	1068	34887	100	100	98	462	456	471	NA	8	4	22	20	15	73	61	63	5	11	18
Students with Disabilities	12	377	9588	100	99	88	445	399	416	NA	43	30	33	30	32	67	24	34	NA	3	5
Students without Disabilities	77	2324	69850	97	100	100	457	444	456	1	10	7	26	28	23	68	55	59	5	7	12
Limited English Proficient Students	NC	774	13856	NC	99	96	NC	406	407	NC	28	27	NC	44	43	NC	28	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	32	1849	38685	100	99	97	447	429	435	3	17	14	41	33	32	50	46	50	6	4	5
Non-Economically Disadvantaged	57	852	40753	97	100	99	460	458	467	NA	7	5	19	19	16	77	62	62	4	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2700	79971	99	100	99	428	413	423	2	11	8	49	43	41	49	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1272	38974	100	100	99	446	427	437	NA	7	5	32	36	33	68	53	57	NA	3	4
Male	53	1428	40895	98	100	98	416	401	410	4	13	10	60	50	47	36	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	17	1269	34481	94	99	99	410	403	410	12	13	10	35	47	46	53	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	NC	105	3995	NC	100	96	NC	399	409	NC	14	10	NC	51	47	NC	34	42	NC	NA	1
White	60	1069	35150	100	100	99	435	426	437	NA	7	5	50	38	35	50	51	56	NA	3	5
Students with Disabilities	12	382	10258	100	100	94	406	355	377	NA	33	23	83	48	51	17	18	25	NA	1	1
Students without Disabilities	78	2318	69713	99	100	100	432	422	429	3	7	5	44	43	39	54	48	52	NA	2	3
Limited English Proficient Students	NC	772	13985	NC	99	97	NC	387	382	NC	18	18	NC	52	54	NC	30	27	NC	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	32	1850	38994	100	99	98	416	405	409	6	12	10	53	48	47	41	39	41	NA	1	1
Non-Economically Disadvantaged	58	850	40977	98	100	100	435	431	437	NA	7	5	47	34	34	53	55	56	NA	4	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2820	80147	100	100	99	496	468	482	2	14	11	13	22	17	53	49	49	32	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1371	39281	100	100	99	495	469	483	2	12	9	19	24	17	48	50	50	31	15	24
Male	55	1448	40780	100	100	98	497	468	482	2	16	12	7	21	17	58	48	48	33	15	24
African American	NC	182	4249	NC	100	99	NC	449	464	NC	19	17	NC	30	22	NC	46	48	NC	5	13
Hispanic	12	1209	33494	100	100	99	462	455	466	8	19	15	42	27	23	33	44	49	17	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	NC	108	4117	NC	99	96	NC	458	456	NC	15	19	NC	27	27	NC	53	46	NC	6	8
White	82	1220	36122	100	100	99	507	484	501	1	8	5	6	16	10	54	53	50	39	23	35
Students with Disabilities	26	447	10295	100	99	92	463	436	443	NA	36	33	35	28	26	62	31	33	4	5	8
Students without Disabilities	83	2373	69852	100	100	100	507	474	488	2	10	7	6	21	16	51	52	51	41	17	26
Limited English Proficient Students	NC	625	12722	NC	100	97	NC	436	441	NC	29	27	NC	35	33	NC	34	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	41	1837	38371	100	99	97	490	458	465	NA	17	15	22	26	23	49	47	49	29	9	13
Non-Economically Disadvantaged	68	983	41776	100	100	100	500	487	498	3	7	6	7	15	11	56	52	49	34	26	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2816	79686	100	100	98	476	458	470	7	15	11	24	29	24	62	52	57	6	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1372	39163	100	100	99	479	463	475	9	12	9	22	28	22	57	55	60	11	5	10
Male	55	1443	40438	100	99	97	473	453	465	5	18	13	25	29	25	67	49	54	2	4	7
African American	NC	183	4228	NC	100	98	NC	446	458	NC	19	15	NC	34	28	NC	46	53	NC	1	4
Hispanic	12	1208	33299	100	100	98	457	443	452	17	21	17	42	35	32	42	43	47	NA	1	3
Asian/Pacific Islander	NC	101	2097	NC	100	99	NC	459	490	NC	12	5	NC	26	13	NC	60	68	NC	2	14
American Indian/Alaskan Native	NC	108	4087	NC	99	96	NC	448	446	NC	15	16	NC	41	38	NC	42	44	NC	3	2
White	82	1216	35914	100	99	98	484	475	489	6	9	5	16	21	15	70	62	67	9	8	14
Students with Disabilities	26	442	9808	100	98	87	432	418	432	27	46	35	38	31	32	35	23	30	NA	1	3
Students without Disabilities	83	2374	69878	100	100	100	490	465	475	1	10	8	19	28	23	71	57	61	8	5	9
Limited English Proficient Students	NC	626	12594	NC	100	96	NC	419	422	NC	35	34	NC	44	45	NC	21	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	41	1839	38095	100	99	97	468	447	452	7	19	17	32	34	32	56	46	48	5	2	3
Non-Economically Disadvantaged	68	977	41591	100	100	99	480	479	486	7	8	6	19	20	16	66	63	65	7	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	109	2835	80372	100	100	99	495	465	475	3	7	4	20	34	30	74	59	64	3	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1378	39452	100	100	99	499	479	488	4	4	3	19	28	22	72	67	72	6	2	3
Male	55	1456	40836	100	100	98	491	451	464	2	9	6	22	39	37	76	50	56	NA	1	1
African American	NC	184	4264	NC	100	99	NC	457	465	NC	9	5	NC	32	35	NC	59	59	NC	1	1
Hispanic	12	1213	33608	100	100	99	472	453	462	NA	9	6	42	39	36	58	51	57	NA	1	1
Asian/Pacific Islander	NC	100	2098	NC	99	99	NC	482	500	NC	3	2	NC	28	16	NC	65	75	NC	4	7
American Indian/Alaskan Native	NC	108	4128	NC	99	97	NC	461	464	NC	8	4	NC	32	39	NC	59	56	NC	NA	1
White	82	1230	36213	100	100	99	498	477	489	4	4	2	16	29	22	78	65	72	2	1	3
Students with Disabilities	26	457	10526	100	100	94	447	414	427	8	21	15	58	53	53	35	26	31	NA	NA	1
Students without Disabilities	83	2378	69846	100	100	100	510	474	482	1	4	3	8	30	26	87	65	69	4	1	2
Limited English Proficient Students	NC	629	12747	NC	100	97	NC	427	432	NC	15	12	NC	50	52	NC	35	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	41	1850	38521	100	100	98	487	455	461	2	8	6	27	39	38	71	52	55	NA	1	1
Non-Economically Disadvantaged	68	985	41851	100	100	100	499	483	489	3	4	3	16	24	22	76	70	72	4	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	114	2774	79306	100	100	99	501	487	504	13	19	13	20	26	20	52	45	49	15	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1319	38845	98	100	99	499	488	505	8	17	11	24	28	20	58	46	50	10	9	18
Male	55	1453	40383	100	100	98	504	487	504	18	21	14	16	25	19	45	44	47	20	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	18	1226	32673	100	100	99	488	473	487	22	25	18	22	32	25	44	39	46	11	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	--	98	4034	--	99	97	--	478	479	--	20	22	--	33	29	--	43	43	--	4	7
White	87	1191	36234	100	99	99	503	503	523	13	13	6	20	19	13	53	53	52	15	16	28
Students with Disabilities	18	459	10286	100	99	91	464	452	462	50	49	41	22	31	27	17	18	27	11	3	5
Students without Disabilities	96	2315	69020	100	100	100	507	494	510	6	13	9	20	25	18	58	50	52	16	11	21
Limited English Proficient Students	NC	471	10291	NC	98	96	NC	448	458	NC	46	38	NC	37	34	NC	16	26	NC	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	42	1788	37437	98	99	97	503	476	486	7	23	19	26	31	26	52	41	46	14	5	9
Non-Economically Disadvantaged	72	986	41869	100	100	100	500	507	521	17	12	7	17	17	14	51	53	51	15	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	114	2772	79000	100	100	98	500	478	489	8	14	10	13	28	24	68	53	58	11	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1319	38774	98	100	99	505	484	494	3	10	7	5	26	22	78	58	61	14	6	10
Male	55	1451	40150	100	100	98	495	473	485	13	18	12	22	30	25	58	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	18	1225	32508	100	100	98	492	465	472	6	19	15	11	36	33	67	43	49	17	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	--	98	4016	--	99	96	--	463	467	--	17	14	--	32	37	--	51	46	--	NA	2
White	87	1190	36135	100	99	98	501	494	508	9	9	4	15	19	14	67	63	67	9	9	15
Students with Disabilities	18	457	9991	100	98	88	460	440	449	33	42	33	33	36	36	28	20	29	6	1	2
Students without Disabilities	96	2315	69009	100	100	100	506	485	495	3	9	6	9	26	22	76	59	62	11	6	10
Limited English Proficient Students	NC	471	10199	NC	98	95	NC	435	439	NC	41	35	NC	45	47	NC	15	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	42	1787	37234	98	99	97	504	469	472	NA	17	15	14	33	33	71	48	50	14	2	3
Non-Economically Disadvantaged	72	985	41766	100	100	99	497	496	505	13	9	5	13	19	16	67	61	65	8	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	114	2787	79611	100	100	99	509	484	496	4	10	7	33	39	37	62	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1321	39016	98	100	99	526	503	511	2	6	4	19	31	29	80	63	66	NA	0	1
Male	55	1464	40519	100	100	98	489	467	482	7	14	10	49	46	44	44	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	18	1231	32855	100	100	99	493	471	481	11	13	10	39	44	43	50	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	--	99	3992	--	100	96	--	476	478	--	8	10	--	53	46	--	39	44	--	NA	0
White	87	1198	36380	100	100	99	509	498	511	3	7	4	34	33	30	62	60	65	NA	0	1
Students with Disabilities	18	471	10664	100	100	94	490	426	440	6	27	23	61	56	54	33	17	22	NA	NA	1
Students without Disabilities	96	2316	68947	100	100	100	512	495	504	4	6	4	28	35	34	68	58	61	NA	0	1
Limited English Proficient Students	NC	473	10362	NC	99	97	NC	428	438	NC	25	22	NC	56	57	NC	20	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	42	1799	37626	98	100	98	519	475	479	5	11	10	19	42	45	76	46	45	NA	0	0
Non-Economically Disadvantaged	72	988	41985	100	100	100	502	500	511	4	7	4	42	32	30	54	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	91	2675	79327	100	100	98	523	505	518	11	25	19	18	22	20	59	43	46	12	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1240	38961	100	100	98	512	507	520	14	23	16	26	21	20	53	46	48	7	10	16
Male	48	1435	40295	100	100	97	532	504	516	8	26	21	10	22	19	65	40	44	17	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	14	1153	32327	100	99	98	499	488	499	14	34	27	21	26	25	64	35	41	NA	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	--	114	4391	--	100	96	--	491	489	--	32	32	--	29	27	--	34	36	--	4	4
White	68	1151	36373	100	100	98	531	526	538	9	14	10	16	17	14	60	50	52	15	19	25
Students with Disabilities	16	339	9321	100	98	87	481	461	467	38	61	54	38	20	22	25	17	21	NA	2	3
Students without Disabilities	75	2336	70006	100	100	100	532	511	524	5	19	14	13	22	19	67	46	49	15	12	18
Limited English Proficient Students	--	408	9431	--	99	95	--	456	466	--	64	53	--	24	27	--	11	18	--	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	29	1696	37097	100	99	97	511	492	498	14	31	27	21	24	25	59	39	41	7	6	7
Non-Economically Disadvantaged	62	979	42230	100	100	99	529	528	535	10	14	11	16	17	15	60	49	50	15	20	24

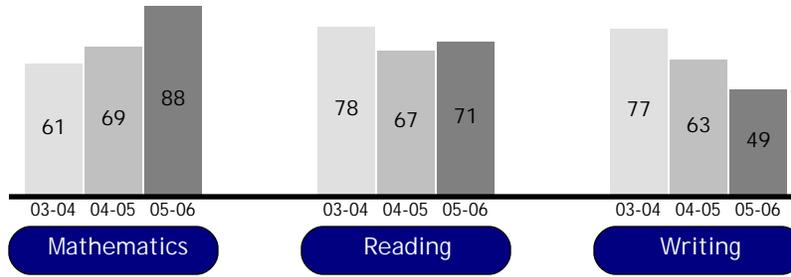
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2672	79501	100	100	98	502	490	497	5	14	10	21	27	25	72	56	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1239	39062	100	100	99	507	497	502	5	11	8	19	25	23	74	60	64	2	4	5
Male	49	1433	40368	100	100	98	498	484	491	6	16	13	22	29	27	69	52	57	2	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	14	1152	32389	100	99	98	495	473	478	7	21	16	21	34	34	71	43	48	NA	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	--	114	4401	--	100	96	--	480	473	--	14	17	--	41	40	--	44	43	--	1	1
White	69	1150	36446	100	100	99	505	509	516	4	6	4	20	18	15	72	70	73	3	7	7
Students with Disabilities	17	336	9411	100	97	88	458	448	453	24	46	36	47	32	36	29	20	26	NA	1	1
Students without Disabilities	75	2336	70090	100	100	100	512	496	502	1	9	7	15	26	24	81	61	65	3	4	5
Limited English Proficient Students	--	407	9401	--	99	94	--	437	443	--	50	40	--	39	46	--	11	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	29	1694	37183	100	99	97	501	478	479	3	18	16	21	33	34	69	48	49	7	1	1
Non-Economically Disadvantaged	63	978	42318	100	100	99	502	510	513	6	7	5	21	18	17	73	68	70	NA	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	91	2680	80000	100	100	99	583	561	564	3	4	3	2	10	11	81	78	75	13	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1239	39288	100	100	99	603	579	579	NA	2	2	2	5	6	77	81	77	21	13	16
Male	48	1441	40644	100	100	98	565	546	549	6	5	4	2	15	15	85	75	74	6	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	14	1152	32672	100	99	99	578	549	548	7	5	4	NA	12	14	71	78	76	21	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	--	114	4424	--	100	97	--	570	549	--	NA	3	--	6	14	--	88	77	--	6	5
White	68	1156	36602	100	100	99	582	575	579	3	2	2	3	9	7	84	76	75	10	13	16
Students with Disabilities	16	345	9919	100	100	93	519	504	505	13	10	9	13	33	35	75	54	54	NA	3	2
Students without Disabilities	75	2335	70081	100	100	100	596	569	571	1	3	2	NA	7	7	83	81	79	16	9	12
Limited English Proficient Students	--	405	9571	--	98	96	--	495	502	--	14	10	--	24	29	--	62	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	29	1700	37534	100	99	98	582	551	547	3	4	4	3	12	15	76	78	76	17	6	5
Non-Economically Disadvantaged	62	980	42466	100	100	100	583	578	578	3	3	2	2	7	7	84	77	75	11	14	16

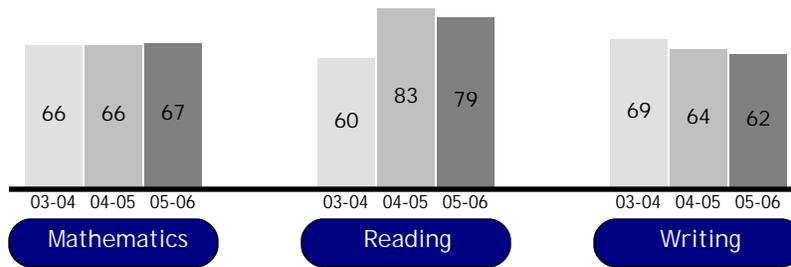
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	56	NA	58	100	45	40	47	100	50	35	46
	Language	94	51	44	50	100	39	40	47	100	41	35	48
	Mathematics	97	67	57	64	100	50	41	50	100	59	39	52
3	Reading	95	53	NA	55	99	49	40	44	99	52	37	46
	Language	96	56	56	61	99	46	40	44	99	46	39	46
	Mathematics	97	50	53	61	99	49	44	51	99	52	43	52
4	Reading	100	60	NA	56	100	51	42	48	100	56	44	52
	Language	100	55	48	52	100	53	44	49	100	59	44	52
	Mathematics	100	64	54	61	100	48	45	53	100	68	48	58
5	Reading	99	64	NA	55	100	58	47	50	98	67	48	56
	Language	99	62	45	49	100	60	48	50	98	54	44	54
	Mathematics	98	71	57	63	100	50	44	49	98	52	41	52
6	Reading	98	61	NA	56	99	57	48	51	100	59	52	56
	Language	98	57	44	48	99	55	45	47	100	58	46	50
	Mathematics	98	70	60	66	99	56	46	52	100	59	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
2 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
0 Student(s)	ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.45
Other Professional Staff	2.50	Teacher Aide	8.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	5	0	0	0
7 to 9 years	4	0	0	0
10 or more years	14	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	90
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	1%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE/Library Facilities
- ü Computer/Technology Lab
- ü K-3 Math and Reading Intervention Lab
- ü Literacy Library for K-3 students

Extracurricular Activities

- ü After School Classes
- ü CHAMPS
- ü Chess Club
- ü Boys/Girls Basketball
- ü Cross Country

Social Services

- ü Day Care
- ü Health Care

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Trained staff members on Flexible Grouping practices for Sunburst School that focused on differentiated instruction, cooperative learning and reciprocal teaching.
  
- ü Implemented a primary and intermediate Family Math and Family Literacy night.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	91	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) :

1

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	Mike Christensen	(602) 896-6400
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Brent Ratterree	(602) 896-6400
Student Health/Nurse	Lorraine Kritkausky	(602) 896-6410

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.