

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4602 W Sweetwater, Glendale, AZ 85304

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)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

### School Overview

Principal/Administrator : Ms. Barbara Lake  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 562  
 Web Address : www.wesd.k12.az.us  
 Phone Number : (602) 896-6500  
 Fax Number : (602) 896-6520  
 E-mail : blake@sw.wesd.k12.az.us

### Mission

The mission of Sweetwater School is to provide a diverse and enriched education to students, staff and community in a respectful and caring environment.

### School / Academic Goals

- ü Sweetwater School will continue to implement the K-3 override monies to improve student learning by providing full day Kindergarten and reading intervention.
- ü Teachers will continue to implement and integrate writing across the curriculum.
- ü Teachers will strive to improve test scores in reading and mathematics by utilizing test data to drive instruction.
- ü Teachers will assure that all children will achieve to the greatest extent of their personal ability through individualized instruction assisted by test data, studies, professional development on brain centered learning and differentiation.

### Enrollment

October 1, 2004 School Year Student Enrollment : 523  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 127

Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Drug/Alcohol/Tobacco Prevention Programs
- Ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 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

It is the role of the parent to be actively engaged in their student's learning process by supporting the school's policies and procedures, attending parent meetings, volunteering at school, and providing homework time after school.

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 Artist-in-Residence	2005
Ü Artist-in-Residence	2004
Ü District-wide Employee of the Month	2003
Ü District-wide Employee of the Month	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	55	2787	79306	100	100	99	281	434	445	16	13	10	37	23	18	37	49	51	10	15	20
All Students (Prior Year)	36	2649	75509	64	99	100	518	509	521	13	16	13	25	29	23	31	32	33	31	24	31
Female	32	1340	38691	100	100	99	257	432	446	18	14	10	36	24	18	39	48	52	7	14	20
Male	23	1447	40583	100	100	99	309	436	445	13	13	11	39	21	18	35	50	50	13	16	21
African American	NC	183	4041	NC	100	99	NC	414	426	NC	18	17	NC	26	23	NC	48	50	NC	8	10
Hispanic	16	1152	32869	100	100	99	196	418	429	33	20	15	47	30	25	20	43	51	0	7	10
Asian/Pacific Islander	NC	109	1935	NC	100	99	NC	444	474	NC	4	3	NC	20	9	NC	57	48	NC	19	40
American Indian/Alaskan Native	NC	97	4264	NC	100	100	NC	428	419	NC	14	19	NC	25	30	NC	57	45	NC	4	6
White	32	1246	36197	97	99	99	315	450	463	7	7	5	31	16	11	48	54	53	14	23	31
Students with Disabilities	24	411	10321	100	100	100	89	381	389	33	31	30	46	32	27	17	30	34	4	7	9
Students without Disabilities	31	2376	69060	100	99	98	451	444	454	0	10	7	30	21	17	56	53	54	15	16	22
Limited English Proficient Students	21	634	15509	100	100	100	38	402	406	33	23	20	57	32	30	10	41	45	0	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	12	1720	39415	46	95	96	434	426	431	8	18	15	42	28	25	42	46	50	8	8	10
Non-Economically Disadvantaged	43	1067	39966	100	100	100	234	447	459	18	6	6	36	14	12	36	54	52	10	26	30

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	55	2790	79395	100	0	99	284	435	446	10	13	9	35	29	25	49	52	55	6	7	11
All Students (Prior Year)	36	2648	75492	64	99	100	515	514	519	13	14	12	13	20	16	60	47	47	13	20	24
Female	32	1341	38743	100	0	100	264	438	451	11	11	7	36	29	24	46	52	57	7	8	12
Male	23	1449	40618	100	0	99	308	433	440	9	14	11	35	28	27	52	51	53	4	6	9
African American	NC	183	4052	NC	0	100	NC	422	434	NC	15	11	NC	29	29	NC	53	54	NC	3	6
Hispanic	16	1152	32915	100	0	99	200	418	426	20	20	15	60	35	35	20	42	47	0	2	4
Asian/Pacific Islander	NC	109	1936	NC	0	99	NC	446	468	NC	5	3	NC	23	14	NC	61	63	NC	11	19
American Indian/Alaskan Native	NC	97	4271	NC	0	100	NC	426	420	NC	11	15	NC	49	42	NC	38	41	NC	1	2
White	32	1249	36221	97	0	99	317	452	465	3	6	4	28	22	15	59	60	63	10	12	17
Students with Disabilities	24	411	10331	100	0	100	87	374	388	21	35	25	50	39	37	29	24	34	0	3	4
Students without Disabilities	31	2379	69139	100	0	99	459	447	454	0	9	7	22	27	24	67	57	58	11	8	11
Limited English Proficient Students	21	634	15545	100	0	100	37	399	399	19	24	21	62	39	42	19	35	35	0	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	12	1722	39484	46	0	96	433	427	429	8	17	14	25	35	35	67	45	47	0	3	4
Non-Economically Disadvantaged	43	1068	39986	100	0	100	238	450	461	10	5	4	38	18	16	44	64	63	8	13	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	55	2775	78869	100	99	99	279	430	442	8	8	6	33	24	21	59	59	63	0	8	10
All Students (Prior Year)	37	2643	75053	66	99	99	549	581	597	13	10	7	13	13	12	71	69	72	3	8	9
Female	32	1335	38536	100	99	99	260	446	458	11	5	4	32	20	15	57	64	67	0	11	14
Male	23	1440	40302	100	99	99	301	415	428	4	11	8	35	28	26	61	56	60	0	5	7
African American	NC	181	4015	NC	99	99	NC	416	430	NC	10	8	NC	28	24	NC	54	61	NC	7	7
Hispanic	16	1145	32606	100	100	98	208	413	426	20	12	8	33	29	27	47	53	60	0	5	5
Asian/Pacific Islander	NC	108	1925	NC	100	99	NC	438	471	NC	7	3	NC	22	11	NC	61	64	NC	10	22
American Indian/Alaskan Native	NC	97	4245	NC	100	100	NC	418	423	NC	13	9	NC	27	26	NC	54	61	NC	6	4
White	32	1244	36078	97	99	99	308	447	459	0	4	4	34	19	16	66	66	66	0	11	14
Students with Disabilities	24	408	10246	100	100	100	89	346	367	17	23	18	54	44	39	29	32	40	0	1	4
Students without Disabilities	31	2367	68697	100	98	98	448	445	454	0	6	4	15	20	18	85	64	67	0	9	11
Limited English Proficient Students	21	627	15339	100	100	100	39	390	399	19	16	11	57	31	31	24	49	54	0	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	12	1710	39106	46	94	95	440	421	427	0	11	8	25	28	28	75	56	59	0	5	5
Non-Economically Disadvantaged	43	1065	39837	100	100	100	229	445	457	10	4	4	36	17	14	54	65	67	0	14	15

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	56	2694	78906	100	100	99	389	488	498	20	15	13	18	23	19	41	50	48	20	12	20
All Students (Prior Year)	42	2695	76019	71	99	100	510	489	499	5	16	14	35	44	39	28	14	14	33	27	33
Female	27	1270	38644	100	100	99	342	489	500	12	14	12	28	22	19	44	52	49	16	12	19
Male	29	1423	40236	100	100	99	437	488	497	29	17	15	8	24	19	38	47	46	25	12	20
African American	NC	181	4087	NC	100	99	NC	481	481	NC	18	20	NC	30	24	NC	44	45	NC	8	11
Hispanic	13	1115	31938	100	100	99	292	473	481	30	22	19	20	30	25	40	43	46	10	5	10
Asian/Pacific Islander	NC	89	1805	NC	99	98	NC	503	536	NC	11	5	NC	13	8	NC	63	45	NC	13	42
American Indian/Alaskan Native	--	98	4593	--	98	100	--	478	467	--	15	26	--	33	29	--	46	39	--	6	6
White	40	1211	36483	100	100	99	411	502	517	19	10	7	16	16	13	41	55	51	24	19	30
Students with Disabilities	19	395	10664	100	100	100	195	434	430	37	41	42	21	32	27	42	24	26	0	3	5
Students without Disabilities	37	2299	68310	97	99	98	511	498	509	10	11	9	17	21	18	40	54	51	33	14	22
Limited English Proficient Students	13	382	12573	100	100	100	98	459	454	29	26	27	36	33	30	36	38	38	0	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	14	1651	38679	67	95	96	488	481	483	33	21	20	17	27	25	25	46	45	25	7	10
Non-Economically Disadvantaged	42	1043	40295	100	100	100	356	501	513	16	7	7	19	16	13	46	56	50	19	20	30

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	56	2695	78908	100	0	99	379	480	484	14	11	10	16	24	23	67	58	58	2	6	9
All Students (Prior Year)	44	2695	76020	75	99	100	504	499	503	18	29	25	28	25	23	48	38	40	8	9	12
Female	27	1271	38648	100	0	99	338	485	489	12	9	8	16	22	22	68	61	61	4	8	10
Male	29	1423	40233	100	0	99	422	476	479	17	13	12	17	26	25	67	55	55	0	5	8
African American	NC	181	4092	NC	0	99	NC	479	473	NC	11	12	NC	26	28	NC	57	54	NC	6	5
Hispanic	13	1114	31940	100	0	99	293	464	465	20	17	16	10	32	32	70	48	49	0	3	3
Asian/Pacific Islander	NC	90	1805	NC	0	98	NC	485	507	NC	13	4	NC	15	13	NC	66	65	NC	6	18
American Indian/Alaskan Native	--	99	4569	--	0	100	--	466	457	--	18	18	--	30	39	--	53	41	--	0	2
White	40	1211	36502	100	0	99	398	496	502	14	6	4	16	17	14	68	66	67	3	10	15
Students with Disabilities	19	395	10665	100	0	100	196	428	423	32	33	30	16	33	36	53	32	31	0	2	2
Students without Disabilities	37	2300	68312	97	0	98	496	489	493	3	8	7	17	23	21	77	63	62	3	7	10
Limited English Proficient Students	13	382	12556	100	0	100	100	444	436	43	23	24	14	39	40	43	37	35	0	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	14	1649	38662	67	0	96	475	471	468	8	15	16	25	31	32	67	51	49	0	3	3
Non-Economically Disadvantaged	42	1046	40315	100	0	100	348	496	498	16	5	5	14	14	15	68	69	66	3	12	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	56	2662	78750	100	99	99	394	498	500	10	6	6	24	30	29	65	61	63	0	3	2
All Students (Prior Year)	42	2691	75673	71	99	100	529	521	530	3	14	12	30	27	25	68	56	58	0	4	4
Female	27	1248	38586	100	98	99	361	513	515	8	3	4	12	25	22	80	68	71	0	4	3
Male	29	1413	40135	100	99	99	428	485	486	13	9	8	38	34	35	50	56	56	0	1	1
African American	NC	175	4081	NC	97	99	NC	492	488	NC	12	8	NC	21	32	NC	65	59	NC	1	2
Hispanic	13	1102	31841	100	99	99	274	483	483	30	9	8	30	38	36	40	53	55	0	1	1
Asian/Pacific Islander	NC	87	1802	NC	97	98	NC	510	533	NC	5	2	NC	19	16	NC	73	75	NC	3	7
American Indian/Alaskan Native	--	96	4586	--	96	100	--	498	481	--	3	8	--	38	37	--	57	54	--	3	1
White	40	1202	36440	100	100	99	419	511	516	5	4	3	24	24	22	70	68	71	0	4	4
Students with Disabilities	19	393	10622	100	100	100	210	425	415	21	19	21	26	52	50	53	28	28	0	1	1
Students without Disabilities	37	2269	68196	97	98	98	510	511	513	3	4	3	23	26	25	73	67	69	0	3	3
Limited English Proficient Students	13	376	12504	100	100	100	103	461	451	29	12	12	21	43	44	50	45	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	14	1631	38558	67	94	96	484	488	485	8	8	8	33	35	37	58	56	54	0	1	1
Non-Economically Disadvantaged	42	1031	40260	100	100	100	365	514	514	11	4	3	22	21	21	68	70	72	0	5	4

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

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	2639	78250	98	100	99	456	532	548	16	28	21	16	20	18	65	45	48	2	7	13
All Students (Prior Year)	45	2592	75001	92	100	99	475	459	468	29	44	37	43	37	36	17	12	16	12	7	10
Female	21	1268	38071	100	100	99	457	535	549	26	26	20	26	22	19	47	45	49	0	7	12
Male	28	1371	40126	97	100	99	456	529	547	8	29	23	8	19	17	79	44	46	4	8	14
African American	NC	170	4058	NC	100	99	NC	521	523	NC	34	32	NC	24	22	NC	40	41	NC	1	5
Hispanic	NC	982	29129	NC	100	99	NC	516	527	NC	40	32	NC	22	23	NC	35	40	NC	3	6
Asian/Pacific Islander	NC	83	1747	NC	100	100	NC	551	589	NC	14	9	NC	14	9	NC	55	50	NC	17	32
American Indian/Alaskan Native	--	103	4996	--	100	100	--	524	518	--	33	36	--	22	25	--	41	36	--	4	4
White	38	1301	38320	95	100	99	469	544	568	14	18	12	17	19	14	66	51	55	3	11	19
Students with Disabilities	12	323	9329	100	100	100	102	423	454	40	65	64	20	22	18	40	13	16	0	0	2
Students without Disabilities	37	2316	68996	97	99	99	564	547	561	9	22	16	15	20	18	73	49	52	3	8	14
Limited English Proficient Students	NC	289	10133	NC	100	100	NC	462	488	NC	55	45	NC	24	25	NC	20	28	NC	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	15	1327	33388	75	93	94	556	525	530	17	37	32	17	22	22	67	38	40	0	3	5
Non-Economically Disadvantaged	34	1312	44937	100	100	100	418	539	561	16	18	13	16	18	15	65	52	54	3	12	18

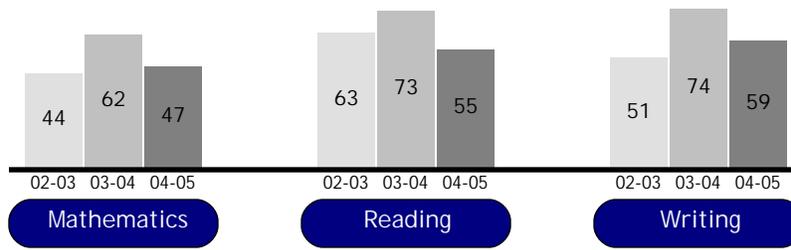
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	2645	78302	98	0	99	428	505	512	9	12	11	26	27	25	58	56	57	7	6	7
All Students (Prior Year)	44	2586	74918	90	100	99	489	491	497	37	36	32	21	20	19	28	33	35	14	11	15
Female	21	1269	38082	100	0	99	432	513	518	16	8	8	37	27	24	42	58	61	5	6	7
Male	28	1376	40166	97	0	99	425	498	507	4	15	14	17	27	26	71	53	54	8	5	6
African American	NC	171	4064	NC	0	100	NC	503	498	NC	14	14	NC	26	29	NC	57	54	NC	4	3
Hispanic	NC	982	29152	NC	0	99	NC	490	492	NC	16	17	NC	36	34	NC	45	46	NC	2	2
Asian/Pacific Islander	NC	84	1746	NC	0	100	NC	513	542	NC	10	5	NC	18	13	NC	65	66	NC	7	16
American Indian/Alaskan Native	--	103	4993	--	0	100	--	492	484	--	18	19	--	29	38	--	52	42	--	1	1
White	38	1305	38347	95	0	99	438	516	531	9	8	5	26	21	17	57	63	68	9	9	10
Students with Disabilities	12	324	9353	100	0	100	90	405	429	30	34	40	20	41	38	50	24	22	0	1	1
Students without Disabilities	37	2321	69024	97	0	99	531	519	524	3	9	7	27	25	23	61	60	62	9	6	7
Limited English Proficient Students	NC	289	10140	NC	0	100	NC	434	451	NC	29	28	NC	42	43	NC	29	29	NC	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	15	1329	33398	75	0	94	522	498	495	8	16	18	25	33	35	58	49	46	8	2	2
Non-Economically Disadvantaged	34	1316	44979	100	0	100	392	512	525	10	7	6	26	21	18	58	62	66	6	9	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	2632	78094	98	100	99	448	542	545	5	4	3	16	17	18	74	78	77	5	1	2
All Students (Prior Year)	45	2558	74503	92	99	99	464	473	491	12	11	9	47	39	32	40	46	51	2	4	8
Female	21	1267	38025	100	100	99	476	556	558	5	3	2	11	13	13	79	82	82	5	2	2
Male	28	1365	40013	97	100	99	426	528	534	4	5	5	21	21	23	71	73	71	4	1	1
African American	NC	169	4037	NC	99	99	NC	542	532	NC	1	4	NC	23	22	NC	75	73	NC	0	1
Hispanic	NC	977	29068	NC	100	99	NC	526	523	NC	6	5	NC	23	27	NC	71	67	NC	0	1
Asian/Pacific Islander	NC	83	1743	NC	100	100	NC	551	577	NC	1	2	NC	18	9	NC	75	82	NC	6	8
American Indian/Alaskan Native	--	100	4981	--	98	100	--	537	526	--	4	4	--	20	25	--	77	70	--	0	0
White	38	1303	38265	95	100	99	458	552	564	6	3	2	11	12	11	77	83	84	6	2	3
Students with Disabilities	12	321	9275	100	100	100	109	423	444	20	12	14	10	47	46	50	40	39	20	1	1
Students without Disabilities	37	2311	68892	97	99	98	551	558	559	0	3	2	18	13	14	82	83	82	0	2	2
Limited English Proficient Students	NC	285	10084	NC	100	100	NC	459	474	NC	13	10	NC	35	39	NC	51	50	NC	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	15	1324	33296	75	93	94	550	535	527	0	5	5	17	22	27	83	72	67	0	1	0
Non-Economically Disadvantaged	34	1308	44871	100	100	100	409	549	559	6	2	2	16	12	12	71	83	84	6	2	3

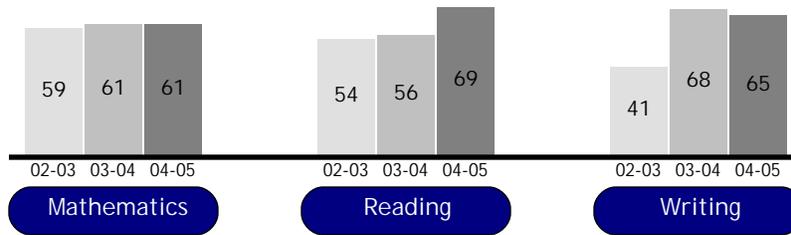
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

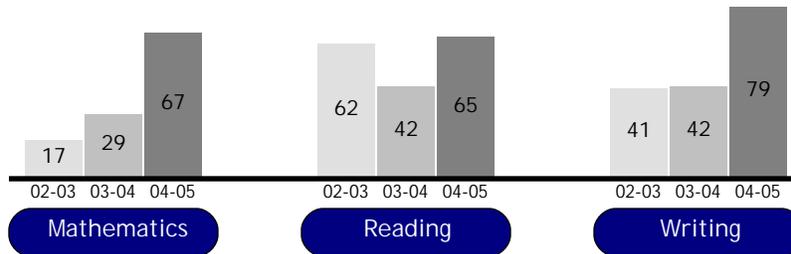
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	39	44	50	52	57	NA	58	65	56	40	47
	Language	100	28	34	43	72	32	44	50	65	50	40	47
	Mathematics	100	43	46	57	72	45	57	64	65	48	41	50
3	Reading	100	39	42	47	61	48	NA	55	67	50	40	44
	Language	100	40	48	54	65	54	56	61	67	48	40	44
	Mathematics	100	37	45	54	63	62	53	61	67	50	44	51
4	Reading	98	63	47	52	78	55	NA	56	69	49	42	48
	Language	100	59	42	48	78	51	48	52	69	49	44	49
	Mathematics	100	69	48	57	76	52	54	61	69	52	45	53
5	Reading	100	51	45	50	73	56	NA	55	83	55	47	50
	Language	100	47	41	46	73	46	45	49	83	52	48	50
	Mathematics	100	67	52	57	73	70	57	63	83	51	44	49
6	Reading	93	58	50	53	87	60	NA	56	75	57	48	51
	Language	91	47	41	45	85	52	44	48	75	61	45	47
	Mathematics	93	68	54	62	85	71	60	66	75	58	46	52
7	Reading	100	52	49	51	89	62	NA	54	92	60	47	50
	Language	100	50	50	54	89	60	54	58	92	59	51	52
	Mathematics	100	62	53	58	91	66	55	62	92	58	46	50
8	Reading	94	60	51	53	88	50	NA	55	82	55	49	51
	Language	94	56	43	49	88	43	45	52	82	55	48	50
	Mathematics	96	66	54	58	90	65	55	61	82	59	49	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](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
5 Teacher(s)	ü To develop increased communications
5 Parent(s)	ü To facilitate budget implementation
0 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	38.60
Other Professional Staff	3.00	Teacher Aide	25.69

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	1	0	0	0
10 or more years	12	13	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	88
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Facilities
- ü Computer/Technology Labs
- ü Library Media Center
- ü Lifeskills Lab

Extracurricular Activities

- ü Student Council (6th-7th-8th)
- ü Homework Club
- ü National Junior Honor Society
- ü Community Education Program
- ü Interscholastic Sports
- ü Cheerleading

Social Services

- ü Breakfast/Lunch Program
- ü Artist-in-Residence Program
- ü PTO
- ü M.O.S.T. Extended Day Care

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Created Professional Learning Teams in which teachers discuss new ideas, practices and ways to improve achievement.
- ü Trained teachers on the use of data to inform classroom instruction.
- ü Improved student reading scores through tutoring provided by the K-3 override.
- ü Facilitated professional development for all school staff that was meaningful and pertinent to student achievement and care.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	24	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

## School Safety

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

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

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

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	Norma Sanner	(602) 896-6501
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Jenny Knight	(602) 938-7999
Student Health/Nurse	Janice Baranowski	(602) 896-6510

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

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

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

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

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

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

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

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

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

Total cost of printing: 16 Pages X .0318 Per page X 100 Copies = \$51.00

\*\* 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.