



**ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07**

4626 W Mountain View Rd, Glendale, AZ 85302

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  
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. Betty Paterson  
Schedule : 07:30 AM to 03:30 PM  
Grades : Pre-K-6  
Web Address : www.wesd.k12.az.us  
Phone Number : (602) 347-3300  
Fax Number : (602) 347-3320  
E-mail : bpaters@sn.wesd.k12.az.us

**Mission**

We promote individual success, creativity and respect for others. We believe all children are special; should be treated with respect; deserve to learn in an environment free of disruption; and will grow through their failures on the path to success.

**No Child Left Behind**

**Adequate Yearly Progress (b)**

2005-06 Met  
2004-05 Met  
2003-04 Met

**School Improvement Status (b)**

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

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

**School / Academic Goals**

- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.
- ü Teachers will continue training and implementing research-based instructional reading practices and delivery systems.
- ü Teachers will implement the new full day kindergarten.

**Enrollment**

October 1, 2005 School Year Student Enrollment : 563  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 30

Instructional Programs

- Art/Musical/Physical Education
- Technology/Teaching Learning Stations
- Programs for English Language Learners
- Gifted Program
- Full Day Kindergarten
- Pre-school Special Education

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

Sunset provides an environment where all children can learn and decisions are made in their best interest through: A safe environment, consistent leadership, effective instructional practices, student achievement, & personal/professional development.

Parents

The partnership established involves parents striving to have their children at school on time, have them adequately clothed and fed, to ensure that homework is completed, and to support the curriculum that is being taught.

Transportation Policy

Our boundaries are from 43rd Avenue to 51st Avenue and from Peoria to Olive Avenue. Transportation is not provided.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Student of the Month for Exchange Club of Phoenix, AZ	2003
• Art Contest Winner	2001

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	67	2709	80010	100	100	99	435	435	447	9	15	10	33	24	18	45	49	53	13	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1273	38935	97	100	99	430	435	447	11	13	9	37	25	19	40	50	55	11	12	17
Male	32	1436	40974	100	100	98	440	435	448	6	16	11	28	23	18	50	49	52	16	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	29	1275	34545	97	100	99	429	422	432	7	20	14	31	30	24	62	46	53	NA	5	9
Asian/Pacific Islander	NC	85	2068	NC	100	99	NC	449	474	NC	8	4	NC	20	10	NC	51	50	NC	21	36
American Indian/Alaskan Native	--	105	3979	--	100	96	--	423	424	--	16	17	--	30	30	--	49	47	--	5	6
White	29	1071	35142	100	100	99	441	453	465	10	8	5	31	17	11	34	54	56	24	21	28
Students with Disabilities	NC	385	10161	NC	100	93	NC	406	419	NC	35	28	NC	32	28	NC	28	36	NC	5	8
Students without Disabilities	62	2324	69849	100	100	100	437	439	451	10	11	7	31	23	17	45	53	56	15	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	37	1854	39029	97	99	98	435	426	432	5	18	14	41	29	25	43	47	52	11	6	9
Non-Economically Disadvantaged	30	855	40981	100	100	100	435	455	462	13	9	6	23	14	13	47	54	54	17	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	67	2701	79438	100	100	98	444	438	451	3	14	9	31	29	24	61	51	56	4	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1271	38775	97	100	99	444	444	457	NA	11	7	40	28	22	54	53	58	6	8	13
Male	32	1430	40560	100	100	97	444	433	446	6	17	12	22	29	25	69	49	54	3	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	29	1272	34297	97	100	98	446	424	434	3	19	14	24	36	31	66	42	50	7	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	--	104	3940	--	100	95	--	428	429	--	15	14	--	30	36	--	53	47	--	2	3
White	29	1068	34887	100	100	98	443	456	471	3	8	4	34	20	15	59	61	63	3	11	18
Students with Disabilities	NC	377	9588	NC	99	88	NC	399	416	NC	43	30	NC	30	32	NC	24	34	NC	3	5
Students without Disabilities	62	2324	69850	100	100	100	447	444	456	2	10	7	29	28	23	65	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	37	1849	38685	97	99	97	449	429	435	3	17	14	32	33	32	57	46	50	8	4	5
Non-Economically Disadvantaged	30	852	40753	100	100	99	438	458	467	3	7	5	30	19	16	67	62	62	NA	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	68	2700	79971	100	100	99	407	413	423	9	11	8	47	43	41	43	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1272	38974	100	100	99	401	427	437	14	7	5	39	36	33	44	53	57	3	3	4
Male	32	1428	40895	100	100	98	413	401	410	3	13	10	56	50	47	41	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	30	1269	34481	100	99	99	407	403	410	7	13	10	50	47	46	43	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	--	105	3995	--	100	96	--	399	409	--	14	10	--	51	47	--	34	42	--	NA	1
White	29	1069	35150	100	100	99	396	426	437	14	7	5	45	38	35	38	51	56	3	3	5
Students with Disabilities	NC	382	10258	NC	100	94	NC	355	377	NC	33	23	NC	48	51	NC	18	25	NC	1	1
Students without Disabilities	63	2318	69713	100	100	100	411	422	429	8	7	5	44	43	39	46	48	52	2	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	38	1850	38994	100	99	98	410	405	409	5	12	10	55	48	47	37	39	41	3	1	1
Non-Economically Disadvantaged	30	850	40977	100	100	100	402	431	437	13	7	5	37	34	34	50	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	97	2820	80147	100	100	99	465	468	482	9	14	11	29	22	17	54	49	49	8	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1371	39281	100	100	99	460	469	483	11	12	9	30	24	17	51	50	50	9	15	24
Male	40	1448	40780	100	100	98	471	468	482	8	16	12	28	21	17	58	48	48	8	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	36	1209	33494	100	100	99	454	455	466	11	19	15	42	27	23	44	44	49	3	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	NC	108	4117	NC	99	96	NC	458	456	NC	15	19	NC	27	27	NC	53	46	NC	6	8
White	50	1220	36122	100	100	99	471	484	501	8	8	5	22	16	10	56	53	50	14	23	35
Students with Disabilities	15	447	10295	100	99	92	442	436	443	20	36	33	40	28	26	40	31	33	NA	5	8
Students without Disabilities	82	2373	69852	100	100	100	469	474	488	7	10	7	27	21	16	56	52	51	10	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	54	1837	38371	100	99	97	457	458	465	13	17	15	33	26	23	52	47	49	2	9	13
Non-Economically Disadvantaged	43	983	41776	100	100	100	473	487	498	5	7	6	23	15	11	56	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	97	2816	79686	100	100	98	465	458	470	7	15	11	31	29	24	57	52	57	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1372	39163	100	100	99	466	463	475	5	12	9	30	28	22	61	55	60	4	5	10
Male	40	1443	40438	100	99	97	464	453	465	10	18	13	33	29	25	50	49	54	8	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	36	1208	33299	100	100	98	452	443	452	14	21	17	31	35	32	53	43	47	3	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	50	1216	35914	100	99	98	474	475	489	4	9	5	26	21	15	64	62	67	6	8	14
Students with Disabilities	15	442	9808	100	98	87	420	418	432	33	46	35	53	31	32	13	23	30	NA	1	3
Students without Disabilities	82	2374	69878	100	100	100	473	465	475	2	10	8	27	28	23	65	57	61	6	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	54	1839	38095	100	99	97	452	447	452	9	19	17	43	34	32	44	46	48	4	2	3
Non-Economically Disadvantaged	43	977	41591	100	100	99	481	479	486	5	8	6	16	20	16	72	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	97	2835	80372	100	100	99	472	465	475	1	7	4	42	34	30	57	59	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1378	39452	100	100	99	480	479	488	NA	4	3	37	28	22	63	67	72	NA	2	3
Male	40	1456	40836	100	100	98	461	451	464	3	9	6	50	39	37	48	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	36	1213	33608	100	100	99	468	453	462	3	9	6	42	39	36	56	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	50	1230	36213	100	100	99	474	477	489	NA	4	2	44	29	22	56	65	72	NA	1	3
Students with Disabilities	15	457	10526	100	100	94	443	414	427	7	21	15	73	53	53	20	26	31	NA	NA	1
Students without Disabilities	82	2378	69846	100	100	100	478	474	482	NA	4	3	37	30	26	63	65	69	NA	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	54	1850	38521	100	100	98	466	455	461	2	8	6	50	39	38	48	52	55	NA	1	1
Non-Economically Disadvantaged	43	985	41851	100	100	100	480	483	489	NA	4	3	33	24	22	67	70	72	NA	2	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2774	79306	100	100	99	486	487	504	17	19	13	23	26	20	55	45	49	6	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1319	38845	100	100	99	488	488	505	18	17	11	23	28	20	53	46	50	8	9	18
Male	48	1453	40383	100	100	98	484	487	504	17	21	14	23	25	19	56	44	47	4	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	36	1226	32673	100	100	99	486	473	487	22	25	18	17	32	25	53	39	46	8	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	47	1191	36234	100	99	99	484	503	523	15	13	6	28	19	13	53	53	52	4	16	28
Students with Disabilities	16	459	10286	100	99	91	457	452	462	38	49	41	25	31	27	38	18	27	NA	3	5
Students without Disabilities	72	2315	69020	100	100	100	492	494	510	13	13	9	22	25	18	58	50	52	7	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	46	1788	37437	100	99	97	477	476	486	22	23	19	24	31	26	50	41	46	4	5	9
Non-Economically Disadvantaged	42	986	41869	100	100	100	495	507	521	12	12	7	21	17	14	60	53	51	7	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	88	2772	79000	100	100	98	479	478	489	11	14	10	26	28	24	58	53	58	5	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1319	38774	100	100	99	493	484	494	3	10	7	25	26	22	68	58	61	5	6	10
Male	48	1451	40150	100	100	98	468	473	485	19	18	12	27	30	25	50	48	55	4	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	36	1225	32508	100	100	99	478	465	472	17	19	15	22	36	33	56	43	49	6	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	47	1190	36135	100	99	98	479	494	508	9	9	4	32	19	14	55	63	67	4	9	15
Students with Disabilities	16	457	9991	100	98	88	438	440	449	31	42	33	50	36	36	19	20	29	NA	1	2
Students without Disabilities	72	2315	69009	100	100	100	488	485	495	7	9	6	21	26	22	67	59	62	6	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	46	1787	37234	100	99	97	477	469	472	15	17	15	24	33	33	59	48	50	2	2	3
Non-Economically Disadvantaged	42	985	41766	100	100	99	482	496	505	7	9	5	29	19	16	57	61	65	7	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	87	2787	79611	99	100	99	473	484	496	13	10	7	44	39	37	44	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1321	39016	100	100	99	495	503	511	8	6	4	33	31	29	60	63	66	NA	0	1
Male	47	1464	40519	98	100	98	453	467	482	17	14	10	53	46	44	30	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	36	1231	32855	100	100	99	482	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	NC	99	3992	NC	100	96	NC	476	478	NC	8	10	NC	53	46	NC	39	44	NC	NA	0
White	46	1198	36380	98	100	99	464	498	511	13	7	4	52	33	30	35	60	65	NA	0	1
Students with Disabilities	16	471	10664	100	100	94	420	426	440	25	27	23	63	56	54	13	17	22	NA	NA	1
Students without Disabilities	71	2316	68947	99	100	100	485	495	504	10	6	4	39	35	34	51	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	45	1799	37626	98	100	98	470	475	479	18	11	10	27	42	45	56	46	45	NA	0	0
Non-Economically Disadvantaged	42	988	41985	100	100	100	476	500	511	7	7	4	62	32	30	31	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	74	2675	79327	100	100	98	506	505	518	19	25	19	22	22	20	54	43	46	5	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1240	38961	100	100	98	528	507	520	12	23	16	4	21	20	76	46	48	8	10	16
Male	49	1435	40295	100	100	97	495	504	516	22	26	21	31	22	19	43	40	44	4	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	30	1153	32327	100	99	98	493	488	499	23	34	27	33	26	25	43	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	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	39	1151	36373	100	100	98	518	526	538	15	14	10	15	17	14	59	50	52	10	19	25
Students with Disabilities	NC	339	9321	NC	98	87	NC	461	467	NC	61	54	NC	20	22	NC	17	21	NC	2	3
Students without Disabilities	66	2336	70006	100	100	100	512	511	524	14	19	14	23	22	19	58	46	49	6	12	18
Limited English Proficient Students	NC	408	9431	NC	99	95	NC	456	466	NC	64	53	NC	24	27	NC	11	18	NC	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	44	1696	37097	100	99	97	504	492	498	20	31	27	20	24	25	57	39	41	2	6	7
Non-Economically Disadvantaged	30	979	42230	100	100	99	510	528	535	17	14	11	23	17	15	50	49	50	10	20	24

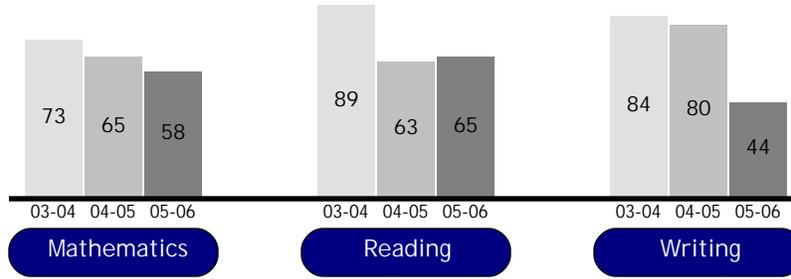
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	2672	79501	100	100	98	492	490	497	9	14	10	27	27	25	61	56	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1239	39062	100	100	99	509	497	502	8	11	8	20	25	23	68	60	64	4	4	5
Male	49	1433	40368	100	100	98	483	484	491	10	16	13	31	29	27	57	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	30	1152	32389	100	99	98	475	473	478	17	21	16	33	34	34	50	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	NC	114	4401	NC	100	96	NC	480	473	NC	14	17	NC	41	40	NC	44	43	NC	1	1
White	39	1150	36446	100	100	99	506	509	516	3	6	4	23	18	15	69	70	73	5	7	7
Students with Disabilities	NC	336	9411	NC	97	88	NC	448	453	NC	46	36	NC	32	36	NC	20	26	NC	1	1
Students without Disabilities	66	2336	70090	100	100	100	496	496	502	6	9	7	27	26	24	64	61	65	3	4	5
Limited English Proficient Students	NC	407	9401	NC	99	94	NC	437	443	NC	50	40	NC	39	46	NC	11	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	44	1694	37183	100	99	97	490	478	479	9	18	16	27	33	34	64	48	49	NA	1	1
Non-Economically Disadvantaged	30	978	42318	100	100	99	494	510	513	10	7	5	27	18	17	57	68	70	7	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	74	2680	80000	100	100	99	578	561	564	1	4	3	9	10	11	78	78	75	11	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	1239	39288	100	100	99	602	579	579	NA	2	2	4	5	6	76	81	77	20	13	16
Male	49	1441	40644	100	100	98	566	546	549	2	5	4	12	15	15	80	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	30	1152	32672	100	99	99	562	549	548	3	5	4	3	12	14	87	78	76	7	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	39	1156	36602	100	100	99	593	575	579	NA	2	2	13	9	7	72	76	75	15	13	16
Students with Disabilities	NC	345	9919	NC	100	93	NC	504	505	NC	10	9	NC	33	35	NC	54	54	NC	3	2
Students without Disabilities	66	2335	70081	100	100	100	584	569	571	2	3	2	5	7	7	82	81	79	12	9	12
Limited English Proficient Students	NC	405	9571	NC	98	96	NC	495	502	NC	14	10	NC	24	29	NC	62	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	44	1700	37534	100	99	98	577	551	547	NA	4	4	9	12	15	86	78	76	5	6	5
Non-Economically Disadvantaged	30	980	42466	100	100	100	579	578	578	3	3	2	10	7	7	67	77	75	20	14	16

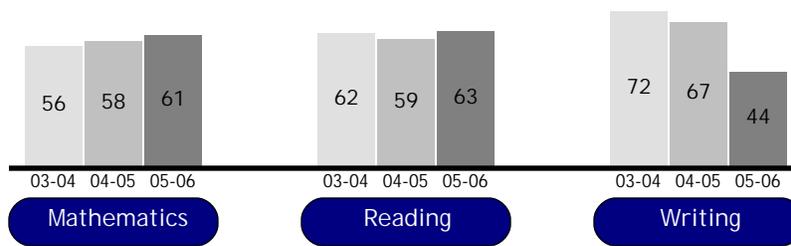
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	57	NA	58	99	51	40	47	100	48	35	46
	Language	99	51	44	50	99	53	40	47	100	43	35	48
	Mathematics	97	57	57	64	99	55	41	50	100	52	39	52
3	Reading	88	59	NA	55	99	43	40	44	100	39	37	46
	Language	100	59	56	61	99	42	40	44	100	43	39	46
	Mathematics	96	61	53	61	99	44	44	51	100	41	43	52
4	Reading	96	45	NA	56	100	43	42	48	100	48	44	52
	Language	99	43	48	52	100	47	44	49	100	52	44	52
	Mathematics	100	44	54	61	100	43	45	53	100	44	48	58
5	Reading	100	56	NA	55	99	46	47	50	100	50	48	56
	Language	100	51	45	49	99	46	48	50	100	48	44	54
	Mathematics	100	63	57	63	99	42	44	49	100	39	41	52
6	Reading	100	51	NA	56	100	55	48	51	100	56	52	56
	Language	100	42	44	48	100	52	45	47	100	50	46	50
	Mathematics	100	56	60	66	100	53	46	52	100	50	50	58

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

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

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	ü To facilitate school improvement
1 Non-certified Employee(s)	ü To address short-term needs
4 Teacher(s)	ü To develop increased communications
4 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	34.00
Other Professional Staff	2.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	4	2	0	0
7 to 9 years	0	2	0	0
10 or more years	6	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	52
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

- ü Boys Basketball
- ü Cross Country
- ü Student Council
- ü Sunset Safety Kids Puppet Team
- ü Girls Basketball

Social Services

- ü Parenting Classes/Education
- ü Extended Day Care
- ü Girl Scouts
- ü Preschool Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implemented a literacy lab that allows teachers, teaching assistants and students in grades K-3 to work in small groups and refine students skills in the area of reading and phonics.
  
- ü Implemented curriculum mapping to an advanced level and also looked for gaps and repetitions across grade levels.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

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

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

School Safety

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

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

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

0

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	Betty Paterson	(602) 347-3300
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Stormy Meyers	(602) 347-3300
Student Health/Nurse	Larry Dierks	(602) 347-3310

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.

Footnotes

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).

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.