

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4001 W Laurel Ln, Phoenix, AZ 85029

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

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

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

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 Overview

Principal/Administrator : Mr. Nicholas Gupton
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 896-6600
 Fax Number : (602) 896-6620
 E-mail : ngupton@tu.wesd.k12.az.us

Mission

Tumbleweed's mission is to provide relevant, quality education to enable student success, use innovations to excite learning, create a caring and trusting school, help students develop their potential, and provide opportunities to help students meet the challenges of change.

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 implement the new full day Kindergarten.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 627
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 48

Instructional Programs

- Ü English Language Learners
- Ü Full-day Kindergarten
- Ü Learning Disabilities
- Ü Pre-school Special Education
- Ü K-3 Reading Specialist Program
- Ü Zoo Phonics
- Ü Band Program
- Ü Art and Music Programs

Calendar Information

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

Shared Responsibilities

School

Our school strives to provide: A safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

To assure: Child's physical and emotional needs are met, praise and encouragement to their child, emphasizing the value of school, daily educational time with their child, timely school attendance, and parent/teacher communication.

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 SRP and APS/Phoenix Urban Forestry Grants	2001
Ü Wells Fargo Teacher Venture Grants (Several)	2002
Ü Phoenix Block Watch Grant	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	87	2709	80010	98	100	99	436	435	447	7	15	10	31	24	18	54	49	53	8	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1273	38935	100	100	99	439	435	447	NA	13	9	39	25	19	51	50	55	10	12	17
Male	46	1436	40974	96	100	98	434	435	448	13	16	11	24	23	18	57	49	52	7	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	31	1275	34545	97	100	99	436	422	432	10	20	14	29	30	24	55	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	47	1071	35142	100	100	99	436	453	465	6	8	5	32	17	11	53	54	56	9	21	28
Students with Disabilities	17	385	10161	89	100	93	408	406	419	12	35	28	65	32	28	18	28	36	6	5	8
Students without Disabilities	70	2324	69849	100	100	100	443	439	451	6	11	7	23	23	17	63	53	56	9	13	19
Limited English Proficient Students	11	774	14013	100	99	97	420	409	413	18	26	24	36	36	34	45	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	46	1854	39029	100	99	98	434	426	432	4	18	14	33	29	25	59	47	52	4	6	9
Non-Economically Disadvantaged	41	855	40981	95	100	100	439	455	462	10	9	6	29	14	13	49	54	54	12	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	87	2701	79438	98	100	98	443	438	451	8	14	9	28	29	24	60	51	56	5	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1271	38775	100	100	99	446	444	457	5	11	7	27	28	22	63	53	58	5	8	13
Male	46	1430	40560	96	100	97	440	433	446	11	17	12	28	29	25	57	49	54	4	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	31	1272	34297	97	100	98	437	424	434	13	19	14	26	36	31	55	42	50	6	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	47	1068	34887	100	100	98	448	456	471	4	8	4	30	20	15	62	61	63	4	11	18
Students with Disabilities	17	377	9588	89	99	88	411	399	416	24	43	30	35	30	32	41	24	34	NA	3	5
Students without Disabilities	70	2324	69850	100	100	100	451	444	456	4	10	7	26	28	23	64	55	59	6	7	12
Limited English Proficient Students	11	774	13856	100	99	96	423	406	407	9	28	27	45	44	43	45	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	46	1849	38685	100	99	97	441	429	435	13	17	14	24	33	32	59	46	50	4	4	5
Non-Economically Disadvantaged	41	852	40753	95	100	99	446	458	467	2	7	5	32	19	16	61	62	62	5	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	87	2700	79971	98	100	99	427	413	423	2	11	8	46	43	41	49	44	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1272	38974	100	100	99	427	427	437	5	7	5	39	36	33	51	53	57	5	3	4
Male	46	1428	40895	96	100	98	426	401	410	NA	13	10	52	50	47	48	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	31	1269	34481	97	99	99	422	403	410	NA	13	10	48	47	46	52	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	47	1069	35150	100	100	99	425	426	437	4	7	5	49	38	35	43	51	56	4	3	5
Students with Disabilities	17	382	10258	89	100	94	390	355	377	6	33	23	76	48	51	18	18	25	NA	1	1
Students without Disabilities	70	2318	69713	100	100	100	435	422	429	1	7	5	39	43	39	57	48	52	3	2	3
Limited English Proficient Students	11	772	13985	100	99	97	425	387	382	NA	18	18	36	52	54	64	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	46	1850	38994	100	99	98	425	405	409	2	12	10	50	48	47	46	39	41	2	1	1
Non-Economically Disadvantaged	41	850	40977	95	100	100	429	431	437	2	7	5	41	34	34	54	55	56	2	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	77	2820	80147	100	100	99	491	468	482	12	14	11	8	22	17	44	49	49	36	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1371	39281	100	100	99	488	469	483	17	12	9	7	24	17	37	50	50	39	15	24
Male	36	1448	40780	100	100	98	495	468	482	6	16	12	8	21	17	53	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	25	1209	33494	100	100	99	479	455	466	20	19	15	8	27	23	36	44	49	36	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	45	1220	36122	100	100	99	496	484	501	7	8	5	9	16	10	51	53	50	33	23	35
Students with Disabilities	NC	447	10295	NC	99	92	NC	436	443	NC	36	33	NC	28	26	NC	31	33	NC	5	8
Students without Disabilities	71	2373	69852	100	100	100	497	474	488	7	10	7	8	21	16	46	52	51	38	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	38	1837	38371	100	99	97	477	458	465	16	17	15	8	26	23	50	47	49	26	9	13
Non-Economically Disadvantaged	39	983	41776	100	100	100	505	487	498	8	7	6	8	15	11	38	52	49	46	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	76	2816	79686	100	100	98	474	458	470	11	15	11	22	29	24	57	52	57	11	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1372	39163	100	100	99	476	463	475	13	12	9	25	28	22	48	55	60	15	5	10
Male	36	1443	40438	100	99	97	471	453	465	8	18	13	19	29	25	67	49	54	6	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	25	1208	33299	100	100	98	451	443	452	20	21	17	32	35	32	44	43	47	4	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	44	1216	35914	100	99	98	486	475	489	5	9	5	18	21	15	61	62	67	16	8	14
Students with Disabilities	NC	442	9808	NC	98	87	NC	418	432	NC	46	35	NC	31	32	NC	23	30	NC	1	3
Students without Disabilities	71	2374	69878	100	100	100	477	465	475	7	10	8	23	28	23	61	57	61	10	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	38	1839	38095	100	99	97	457	447	452	16	19	17	29	34	32	50	46	48	5	2	3
Non-Economically Disadvantaged	38	977	41591	100	100	99	490	479	486	5	8	6	16	20	16	63	63	65	16	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	77	2835	80372	100	100	99	478	465	475	3	7	4	26	34	30	70	59	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1378	39452	100	100	99	482	479	488	2	4	3	24	28	22	71	67	72	2	2	3
Male	36	1456	40836	100	100	98	472	451	464	3	9	6	28	39	37	69	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	25	1213	33608	100	100	99	475	453	462	4	9	6	20	39	36	72	51	57	4	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	45	1230	36213	100	100	99	477	477	489	2	4	2	27	29	22	71	65	72	NA	1	3
Students with Disabilities	NC	457	10526	NC	100	94	NC	414	427	NC	21	15	NC	53	53	NC	26	31	NC	NA	1
Students without Disabilities	71	2378	69846	100	100	100	479	474	482	3	4	3	24	30	26	72	65	69	1	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	38	1850	38521	100	100	98	472	455	461	3	8	6	34	39	38	61	52	55	3	1	1
Non-Economically Disadvantaged	39	985	41851	100	100	100	483	483	489	3	4	3	18	24	22	79	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	86	2774	79306	100	100	99	490	487	504	14	19	13	23	26	20	53	45	49	9	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1319	38845	100	100	99	495	488	505	14	17	11	16	28	20	60	46	50	9	9	18
Male	43	1453	40383	100	100	98	485	487	504	14	21	14	30	25	19	47	44	47	9	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	26	1226	32673	100	100	99	479	473	487	12	25	18	31	32	25	50	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	495	503	523	13	13	6	19	19	13	60	53	52	9	16	28
Students with Disabilities	14	459	10286	100	99	91	469	452	462	14	49	41	57	31	27	29	18	27	NA	3	5
Students without Disabilities	72	2315	69020	100	100	100	495	494	510	14	13	9	17	25	18	58	50	52	11	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	35	1788	37437	100	99	97	485	476	486	14	23	19	31	31	26	46	41	46	9	5	9
Non-Economically Disadvantaged	51	986	41869	100	100	100	494	507	521	14	12	7	18	17	14	59	53	51	10	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	86	2772	79000	100	100	98	477	478	489	9	14	10	34	28	24	55	53	58	2	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1319	38774	100	100	99	488	484	494	5	10	7	28	26	22	63	58	61	5	6	10
Male	43	1451	40150	100	100	98	466	473	485	14	18	12	40	30	25	47	48	55	NA	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	26	1225	32508	100	100	99	471	465	472	4	19	15	46	36	33	50	43	49	NA	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	480	494	508	11	9	4	28	19	14	60	63	67	2	9	15
Students with Disabilities	14	457	9991	100	98	88	459	440	449	7	42	33	64	36	36	29	20	29	NA	1	2
Students without Disabilities	72	2315	69009	100	100	100	481	485	495	10	9	6	28	26	22	60	59	62	3	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	35	1787	37234	100	99	97	473	469	472	11	17	15	34	33	33	54	48	50	NA	2	3
Non-Economically Disadvantaged	51	985	41766	100	100	99	480	496	505	8	9	5	33	19	16	55	61	65	4	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	86	2787	79611	100	100	99	501	484	496	2	10	7	40	39	37	58	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1321	39016	100	100	99	511	503	511	5	6	4	19	31	29	77	63	66	NA	0	1
Male	43	1464	40519	100	100	98	490	467	482	NA	14	10	60	46	44	40	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	26	1231	32855	100	100	99	490	471	481	8	13	10	31	44	43	62	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	47	1198	36380	100	100	99	505	498	511	NA	7	4	40	33	30	60	60	65	NA	0	1
Students with Disabilities	14	471	10664	100	100	94	489	426	440	NA	27	23	79	56	54	21	17	22	NA	NA	1
Students without Disabilities	72	2316	68947	100	100	100	503	495	504	3	6	4	32	35	34	65	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	35	1799	37626	100	100	98	497	475	479	3	11	10	49	42	45	49	46	45	NA	0	0
Non-Economically Disadvantaged	51	988	41985	100	100	100	503	500	511	2	7	4	33	32	30	65	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	103	2675	79327	100	100	98	519	505	518	16	25	19	21	22	20	45	43	46	18	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1240	38961	98	100	98	523	507	520	17	23	16	15	21	20	50	46	48	17	10	16
Male	57	1435	40295	100	100	97	516	504	516	14	26	21	26	22	19	40	40	44	19	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	40	1153	32327	98	99	98	502	488	499	23	34	27	33	26	25	33	35	41	13	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	52	1151	36373	100	100	98	532	526	538	13	14	10	12	17	14	48	50	52	27	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	97	2336	70006	100	100	100	522	511	524	13	19	14	22	22	19	45	46	49	20	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	54	1696	37097	98	99	97	508	492	498	17	31	27	30	24	25	43	39	41	11	6	7
Non-Economically Disadvantaged	49	979	42230	100	100	99	532	528	535	14	14	11	12	17	15	47	49	50	27	20	24

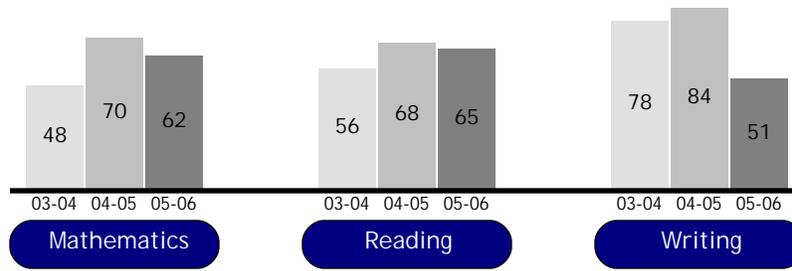
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2672	79501	100	100	98	497	490	497	6	14	10	27	27	25	65	56	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1239	39062	98	100	99	503	497	502	2	11	8	22	25	23	72	60	64	4	4	5
Male	57	1433	40368	100	100	98	491	484	491	9	16	13	32	29	27	60	52	57	NA	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	40	1152	32389	98	99	98	488	473	478	8	21	16	33	34	34	60	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	52	1150	36446	100	100	99	502	509	516	4	6	4	27	18	15	65	70	73	4	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	97	2336	70090	100	100	100	500	496	502	4	9	7	26	26	24	68	61	65	2	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	54	1694	37183	98	99	97	488	478	479	6	18	16	33	33	34	61	48	49	NA	1	1
Non-Economically Disadvantaged	49	978	42318	100	100	99	507	510	513	6	7	5	20	18	17	69	68	70	4	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	104	2680	80000	100	100	99	581	561	564	1	4	3	3	10	11	88	78	75	9	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1239	39288	100	100	99	591	579	579	NA	2	2	2	5	6	87	81	77	11	13	16
Male	57	1441	40644	100	100	98	573	546	549	2	5	4	4	15	15	88	75	74	7	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	41	1152	32672	100	99	99	577	549	548	NA	5	4	2	12	14	90	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	52	1156	36602	100	100	99	584	575	579	2	2	2	4	9	7	85	76	75	10	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	98	2335	70081	100	100	100	583	569	571	1	3	2	2	7	7	88	81	79	9	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	55	1700	37534	100	99	98	577	551	547	NA	4	4	5	12	15	89	78	76	5	6	5
Non-Economically Disadvantaged	49	980	42466	100	100	100	586	578	578	2	3	2	NA	7	7	86	77	75	12	14	16

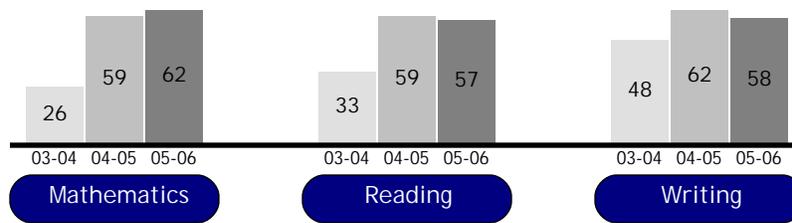
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	65	NA	58	99	44	40	47	100	41	35	46
	Language	93	49	44	50	99	44	40	47	100	50	35	48
	Mathematics	94	56	57	64	99	36	41	50	100	56	39	52
3	Reading	94	42	NA	55	99	50	40	44	97	39	37	46
	Language	96	45	56	61	99	50	40	44	97	43	39	46
	Mathematics	96	42	53	61	100	50	44	51	97	46	43	52
4	Reading	96	46	NA	56	99	48	42	48	99	58	44	52
	Language	100	41	48	52	99	49	44	49	100	52	44	52
	Mathematics	99	47	54	61	98	50	45	53	100	68	48	58
5	Reading	96	36	NA	55	99	45	47	50	99	50	48	56
	Language	97	32	45	49	99	48	48	50	99	48	44	54
	Mathematics	95	45	57	63	99	43	44	49	99	41	41	52
6	Reading	100	59	NA	56	99	50	48	51	100	56	52	56
	Language	100	53	44	48	99	46	45	47	100	48	46	50
	Mathematics	100	66	60	66	99	42	46	52	100	56	50	58

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

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

School Site Council

Council Composition

Council Duties

1 School Administrator(s)	ü To facilitate school improvement
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
1 Community Member(s)	ü To engage in shared decision-making
0 Student(s)	ü To facilitate in the staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	2.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	1	0
4 to 6 years	4	2	0	0
7 to 9 years	1	0	0	0
10 or more years	14	10	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	84
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 Computer/Technology Lab
- ü Media Center
- ü Art/Music/PE/Science Facilities
- ü Performance Stage

Extracurricular Activities

- ü CHAMPS Student Leadership Team
- ü Student Council
- ü Basketball Girls and Boys
- ü Band
- ü Cross Country
- ü Track
- ü Girls Volleyball
- ü Homework Club

Social Services

- ü After School Recreational Programs
- ü Parenting Classes
- ü Community Education Programs
- ü ELL Services
- ü City Recreational Activities
- ü Counselor

School Achievements/Accomplishments 2005-06

- ü Teachers implemented the critical attributes of effective instructional planning in their lesson plans and designs.

- ü Teachers demonstrated an understanding of the renewed science curriculum.

- ü Teachers implemented power standards to increase student achievement.

- ü Teachers implemented the Zoophonics program in grades K-1.

Student Activity Rates for School Year 2005-06

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

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

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

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

School Safety

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

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

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

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Nick Gupton	(602) 896-6600
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Marci Dunn	(602) 896-6600
Student Health/Nurse	Renee Oldani	(602) 896-6610

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

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

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

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

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

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

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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.