

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10444 N 39th Avenue, Phoenix, AZ 85051

Washington Elementary School District

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

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	Excelling

(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	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 : Dr. Virginia Voinovich
 Schedule : 07:30 AM to 03:30 PM
 Grades : K-8
 2005 Enrollment : 635
 Web Address : www.wesd.k12.as.us
 Phone Number : (602) 896-6300
 Fax Number : (602) 896-6320
 E-mail : vvoinov@al.wesd.k12.az.us

Mission

The mission of Abraham Lincoln Traditional School is to guide and challenge learning for students through an environment that stresses basic skills and values. The school philosophy centers on four cornerstones: parent involvement, dress code, basic skills curriculum and discipline. These four cornerstones are used as a standard framework for all decisions made concerning the school.

School / Academic Goals

- ü To work on focused and effective instruction by designing and implementing strategies, practices, and procedures that address the needs of diverse learners through differentiation within the traditional school philosophy.
- ü Teachers will focus on planning and instruction through learning teams.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.
- 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.

Enrollment

October 1, 2004 School Year Student Enrollment : 605
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 595

Instructional Programs

- ü Art/Music/Physical Education
- ü Technology Curriculum
- ü Spalding Phonics, Open Court Reading
- ü Saxon Mathematics
- ü Six Traits Writing/Shurley Grammar
- ü Tutoring Program Before and After School
- ü Reading Counts Program
- ü Full Day Kindergarten

Calendar Information

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

Shared Responsibilities

School

Abraham Lincoln Traditional School strives to provide a safe environment, consistent and collaborative leadership, effective instructional practices, high expectations for student achievement, a welcoming community, encouragement for personal and professional development, and parent involvement.

Parents

Parents are responsible for providing a time and place for homework completion, ensuring student attendance and adherence to dress code, volunteering on or off campus, and supporting discipline policies. Parents are encouraged to participate in the Parent Leadership Council, the Site Council, and Guild leadership opportunities that support the education of the students.

Transportation Policy

ALTS is a school of choice within the Washington Elementary School District. Transportation to and from school is the responsibility of the parent.

School Honors

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

Award/Honor	Year
ü Student Artwork Recognition	2005
ü Athletic Recognition	2003
ü Regional Spelling Bee	2002
ü Volunteer Program Recognition	2005

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	74	2787	79306	100	100	99	480	434	445	0	13	10	7	23	18	57	49	51	36	15	20
All Students (Prior Year)	72	2649	75509	100	99	100	540	509	521	9	16	13	21	29	23	26	32	33	44	24	31
Female	36	1340	38691	100	100	99	480	432	446	0	14	10	6	24	18	56	48	52	39	14	20
Male	38	1447	40583	100	100	99	480	436	445	0	13	11	8	21	18	58	50	50	34	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	NC	1152	32869	NC	100	99	NC	418	429	NC	20	15	NC	30	25	NC	43	51	NC	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	56	1246	36197	100	99	99	481	450	463	0	7	5	5	16	11	59	54	53	36	23	31
Students with Disabilities	NC	411	10321	NC	100	100	NC	381	389	NC	31	30	NC	32	27	NC	30	34	NC	7	9
Students without Disabilities	69	2376	69060	100	99	98	482	444	454	0	10	7	6	21	17	57	53	54	38	16	22
Limited English Proficient Students	NC	634	15509	NC	100	100	NC	402	406	NC	23	20	NC	32	30	NC	41	45	NC	4	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	16	1720	39415	100	95	96	480	426	431	0	18	15	19	28	25	44	46	50	38	8	10
Non-Economically Disadvantaged	58	1067	39966	100	100	100	480	447	459	0	6	6	3	14	12	60	54	52	36	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	74	2790	79395	100	0	99	476	435	446	0	13	9	14	29	25	70	52	55	16	7	11
All Students (Prior Year)	72	2648	75492	100	99	100	529	514	519	10	14	12	13	20	16	42	47	47	35	20	24
Female	36	1341	38743	100	0	100	486	438	451	0	11	7	11	29	24	67	52	57	22	8	12
Male	38	1449	40618	100	0	99	467	433	440	0	14	11	16	28	27	74	51	53	11	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	NC	1152	32915	NC	0	99	NC	418	426	NC	20	15	NC	35	35	NC	42	47	NC	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	56	1249	36221	100	0	99	478	452	465	0	6	4	14	22	15	64	60	63	21	12	17
Students with Disabilities	NC	411	10331	NC	0	100	NC	374	388	NC	35	25	NC	39	37	NC	24	34	NC	3	4
Students without Disabilities	69	2379	69139	100	0	99	478	447	454	0	9	7	12	27	24	72	57	58	16	8	11
Limited English Proficient Students	NC	634	15545	NC	0	100	NC	399	399	NC	24	21	NC	39	42	NC	35	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	16	1722	39484	100	0	96	474	427	429	0	17	14	19	35	35	63	45	47	19	3	4
Non-Economically Disadvantaged	58	1068	39986	100	0	100	477	450	461	0	5	4	12	18	16	72	64	63	16	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	74	2775	78869	100	99	99	470	430	442	1	8	6	7	24	21	81	59	63	11	8	10
All Students (Prior Year)	71	2643	75053	99	99	99	625	581	597	7	10	7	10	13	12	65	69	72	18	8	9
Female	36	1335	38536	100	99	99	483	446	458	3	5	4	0	20	15	81	64	67	17	11	14
Male	38	1440	40302	100	99	99	458	415	428	0	11	8	13	28	26	82	56	60	5	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	NC	1145	32606	NC	100	98	NC	413	426	NC	12	8	NC	29	27	NC	53	60	NC	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	56	1244	36078	100	99	99	473	447	459	2	4	4	5	19	16	79	66	66	14	11	14
Students with Disabilities	NC	408	10246	NC	100	100	NC	346	367	NC	23	18	NC	44	39	NC	32	40	NC	1	4
Students without Disabilities	69	2367	68697	100	98	98	470	445	454	1	6	4	7	20	18	81	64	67	10	9	11
Limited English Proficient Students	NC	627	15339	NC	100	100	NC	390	399	NC	16	11	NC	31	31	NC	49	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	16	1710	39106	100	94	95	466	421	427	0	11	8	13	28	28	81	56	59	6	5	5
Non-Economically Disadvantaged	58	1065	39837	100	100	100	471	445	457	2	4	4	5	17	14	81	65	67	12	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	57	2694	78906	100	100	99	524	488	498	5	15	13	5	23	19	60	50	48	29	12	20
All Students (Prior Year)	56	2695	76019	98	99	100	539	489	499	0	16	14	21	44	39	11	14	14	68	27	33
Female	26	1270	38644	100	100	99	519	489	500	8	14	12	4	22	19	60	52	49	28	12	19
Male	31	1423	40236	100	100	99	528	488	497	3	17	15	7	24	19	60	47	46	30	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	10	1115	31938	100	100	99	524	473	481	0	22	19	0	30	25	67	43	46	33	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	43	1211	36483	100	100	99	524	502	517	7	10	7	5	16	13	60	55	51	29	19	30
Students with Disabilities	NC	395	10664	NC	100	100	NC	434	430	NC	41	42	NC	32	27	NC	24	26	NC	3	5
Students without Disabilities	55	2299	68310	98	99	98	525	498	509	6	11	9	6	21	18	58	54	51	30	14	22
Limited English Proficient Students	--	382	12573	--	100	100	--	459	454	--	26	27	--	33	30	--	38	38	--	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	16	1651	38679	100	95	96	513	481	483	13	21	20	13	27	25	44	46	45	31	7	10
Non-Economically Disadvantaged	41	1043	40295	100	100	100	528	501	513	3	7	7	3	16	13	67	56	50	28	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	57	2695	78908	100	0	99	513	480	484	0	11	10	7	24	23	87	58	58	5	6	9
All Students (Prior Year)	56	2695	76020	98	99	100	516	499	503	7	29	25	21	25	23	50	38	40	21	9	12
Female	26	1271	38648	100	0	99	508	485	489	0	9	8	8	22	22	84	61	61	8	8	10
Male	31	1423	40233	100	0	99	516	476	479	0	13	12	7	26	25	90	55	55	3	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	10	1114	31940	100	0	99	511	464	465	0	17	16	0	32	32	89	48	49	11	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	43	1211	36502	100	0	99	513	496	502	0	6	4	10	17	14	86	66	67	5	10	15
Students with Disabilities	NC	395	10665	NC	0	100	NC	428	423	NC	33	30	NC	33	36	NC	32	31	NC	2	2
Students without Disabilities	55	2300	68312	98	0	98	513	489	493	0	8	7	8	23	21	87	63	62	6	7	10
Limited English Proficient Students	--	382	12556	--	0	100	--	444	436	--	23	24	--	39	40	--	37	35	--	1	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	16	1649	38662	100	0	96	501	471	468	0	15	16	13	31	32	81	51	49	6	3	3
Non-Economically Disadvantaged	41	1046	40315	100	0	100	517	496	498	0	5	5	5	14	15	90	69	66	5	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	57	2662	78750	100	99	99	551	498	500	0	6	6	4	30	29	89	61	63	7	3	2
All Students (Prior Year)	56	2691	75673	98	99	100	561	521	530	0	14	12	18	27	25	79	56	58	4	4	4
Female	26	1248	38586	100	98	99	556	513	515	0	3	4	0	25	22	92	68	71	8	4	3
Male	31	1413	40135	100	99	99	546	485	486	0	9	8	7	34	35	87	56	56	7	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	10	1102	31841	100	99	99	544	483	483	0	9	8	11	38	36	89	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	43	1202	36440	100	100	99	552	511	516	0	4	3	2	24	22	88	68	71	10	4	4
Students with Disabilities	NC	393	10622	NC	100	100	NC	425	415	NC	19	21	NC	52	50	NC	28	28	NC	1	1
Students without Disabilities	55	2269	68196	98	98	98	551	511	513	0	4	3	4	26	25	89	67	69	8	3	3
Limited English Proficient Students	--	376	12504	--	100	100	--	461	451	--	12	12	--	43	44	--	45	43	--	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	16	1631	38558	100	94	96	538	488	485	0	8	8	6	35	37	94	56	54	0	1	1
Non-Economically Disadvantaged	41	1031	40260	100	100	100	556	514	514	0	4	3	3	21	21	87	70	72	10	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	44	2639	78250	100	100	99	565	532	548	5	28	21	16	20	18	77	45	48	2	7	13
All Students (Prior Year)	37	2592	75001	100	100	99	512	459	468	3	44	37	32	37	36	35	12	16	30	7	10
Female	24	1268	38071	100	100	99	567	535	549	0	26	20	17	22	19	83	45	49	0	7	12
Male	20	1371	40126	100	100	99	563	529	547	10	29	23	15	19	17	70	44	46	5	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	30	1301	38320	100	100	99	559	544	568	0	18	12	23	19	14	77	51	55	0	11	19
Students with Disabilities	NC	323	9329	NC	100	100	NC	423	454	NC	65	64	NC	22	18	NC	13	16	NC	0	2
Students without Disabilities	42	2316	68996	100	99	99	566	547	561	2	22	16	17	20	18	79	49	52	2	8	14
Limited English Proficient Students	--	289	10133	--	100	100	--	462	488	--	55	45	--	24	25	--	20	28	--	1	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	1327	33388	NC	93	94	NC	525	530	NC	37	32	NC	22	22	NC	38	40	NC	3	5
Non-Economically Disadvantaged	36	1312	44937	100	100	100	567	539	561	0	18	13	19	18	15	78	52	54	3	12	18

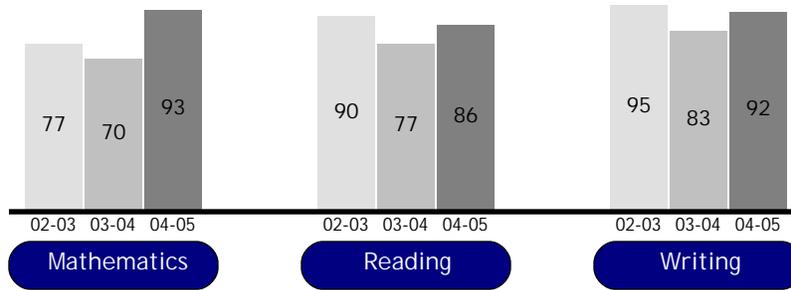
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	2645	78302	100	0	99	559	505	512	2	12	11	2	27	25	75	56	57	20	6	7
All Students (Prior Year)	37	2586	74918	100	100	99	524	491	497	11	36	32	19	20	19	49	33	35	22	11	15
Female	24	1269	38082	100	0	99	560	513	518	0	8	8	4	27	24	71	58	61	25	6	7
Male	20	1376	40166	100	0	99	558	498	507	5	15	14	0	27	26	80	53	54	15	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	30	1305	38347	100	0	99	550	516	531	0	8	5	3	21	17	87	63	68	10	9	10
Students with Disabilities	NC	324	9353	NC	0	100	NC	405	429	NC	34	40	NC	41	38	NC	24	22	NC	1	1
Students without Disabilities	42	2321	69024	100	0	99	561	519	524	0	9	7	2	25	23	79	60	62	19	6	7
Limited English Proficient Students	--	289	10140	--	0	100	--	434	451	--	29	28	--	42	43	--	29	29	--	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	1329	33398	NC	0	94	NC	498	495	NC	16	18	NC	33	35	NC	49	46	NC	2	2
Non-Economically Disadvantaged	36	1316	44979	100	0	100	561	512	525	0	7	6	3	21	18	78	62	66	19	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	44	2632	78094	100	100	99	578	542	545	0	4	3	0	17	18	98	78	77	2	1	2
All Students (Prior Year)	37	2558	74503	100	99	99	522	473	491	0	11	9	27	39	32	65	46	51	8	4	8
Female	24	1267	38025	100	100	99	590	556	558	0	3	2	0	13	13	96	82	82	4	2	2
Male	20	1365	40013	100	100	99	564	528	534	0	5	5	0	21	23	100	73	71	0	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	30	1303	38265	100	100	99	570	552	564	0	3	2	0	12	11	100	83	84	0	2	3
Students with Disabilities	NC	321	9275	NC	100	100	NC	423	444	NC	12	14	NC	47	46	NC	40	39	NC	1	1
Students without Disabilities	42	2311	68892	100	99	98	577	558	559	0	3	2	0	13	14	98	83	82	2	2	2
Limited English Proficient Students	--	285	10084	--	100	100	--	459	474	--	13	10	--	35	39	--	51	50	--	1	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	1324	33296	NC	93	94	NC	535	527	NC	5	5	NC	22	27	NC	72	67	NC	1	0
Non-Economically Disadvantaged	36	1308	44871	100	100	100	576	549	559	0	2	2	0	12	12	97	83	84	3	2	3

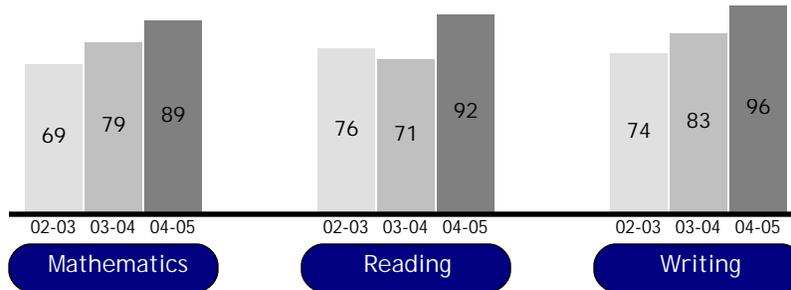
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

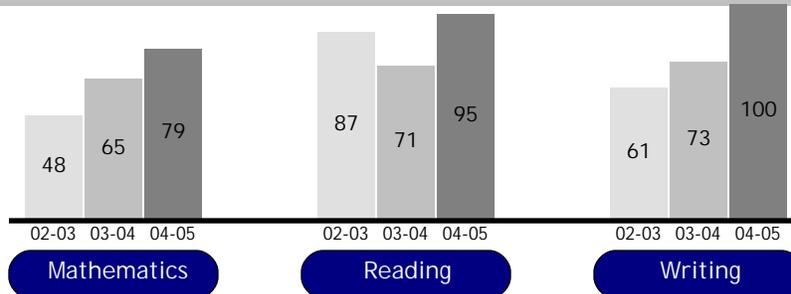
3rd Grade Proficiency



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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	96	68	44	50	96	70	NA	58	96	56	40	47
	Language	99	64	34	43	97	61	44	50	96	60	40	47
	Mathematics	99	71	46	57	97	77	57	64	100	66	41	50
3	Reading	97	71	42	47	97	66	NA	55	100	62	40	44
	Language	100	71	48	54	97	73	56	61	100	65	40	44
	Mathematics	100	68	45	54	97	66	53	61	100	68	44	51
4	Reading	100	71	47	52	97	74	NA	56	100	60	42	48
	Language	100	68	42	48	98	64	48	52	100	64	44	49
	Mathematics	100	81	48	57	98	80	54	61	100	68	45	53
5	Reading	97	69	45	50	98	72	NA	55	100	68	47	50
	Language	99	58	41	46	98	67	45	49	100	72	48	50
	Mathematics	99	77	52	57	98	86	57	63	100	64	44	49
6	Reading	100	67	50	53	100	71	NA	56	100	69	48	51
	Language	100	71	41	45	100	62	44	48	100	71	45	47
	Mathematics	100	81	54	62	100	86	60	66	100	75	46	52
7	Reading	100	65	49	51	98	71	NA	54	100	69	47	50
	Language	100	75	50	54	100	78	54	58	100	72	51	52
	Mathematics	98	83	53	58	100	84	55	62	100	69	46	50
8	Reading	100	80	51	53	100	76	NA	55	100	73	49	51
	Language	100	79	43	49	100	76	45	52	100	74	48	50
	Mathematics	100	86	54	58	97	87	55	61	100	71	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/

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

School Site Council

Council Composition

Council Duties

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

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.75
Other Professional Staff	1.25	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	70
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE Specialists
- ü Project Potential/ Gifted
- ü Computer and Science Lab
- ü Library Services

Extracurricular Activities

- ü Chess Club
- ü Before and After School Remedial Classes
- ü National Junior Honor Society
- ü Student Council
- ü Boys and Girls After School Sports
- ü Technology Club

Social Services

- ü After School Child Care
- ü Community Education Classes
- ü Recreational Activities
- ü Guild Family Events

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Stakeholders participated in the School Improvement Process by: Development and implementation of an action plan that addresses the needs of all learners and provides strategies for meeting the needs of diverse learners.

- ü Stakeholders participated in the School Improvement Process by: Implementation of learning teams.

- ü Teachers implemented the revised language arts curriculum.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	6	12	12	17
Transfers In Rate ⁶	7	28	28	37
Stability Rate ⁷	93	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	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	Virginia Voinovich	(602) 896-6300
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Basil Rabayda	(602) 896-6300
Student Health/Nurse	Angie Reilly	(602) 896-6310

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 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.

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** Due to booklet size printing, print copies are produced in multiples of 4.