

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Washington Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Washington Elementary District
8033 N. 27th Avenue, Phoenix, AZ 85051-6399

Principal: Ms. Sue Pederson
Schedule: 7:15 AM to 3:15 PM
Web Address: www.wesd.k12.az.us
E-mail: speders@wa.wesd.k12.az.us

Grades: Pre-K-6
2002 Enrollment: 1170
Phone: (602) 347-3400
Fax: (602) 347-3420

∨ School Overview ∨

Mission

Our mission is to provide each child the opportunity to achieve academic and life skills. This will be achieved through the cooperation of staff, parents, students and the community. We strive to enlighten and empower students to make responsible choices which will lead them to be successful members of society. Services include preschool through grade 6 regular and special education self-contained classes, half-day kindergarten and resource programs for Gifted, ELL, LD and Speech.

Organization and Philosophy

- w Self-contained Classrooms K-6
- w Cross-categorical/Self-contained Pre-K-6
- w Special Needs Resource Classes K-6
- w Site-based Decision Making

Instructional Programs

- w Comprehensive Curricula
- w Drug/Tobacco/Alcohol Prevention Programs
- w Programs for English Language Learners
- w Gifted Program
- w Technology Teaching/Learning Station
- w Special Education Programs
- w Half Day Kindergarten
- w School Wide Title I Programming

School/Academic Goals

- w To initiate the implementation of the renewed Science curriculum by demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry-based process.
- w To continue the implementation of district and state assessments by accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.
- w To continue the implementation of appropriate instruction for English Language Learners by utilizing assessment results to plan and make instructional decisions and by using the strategies of co-teaching and peer modeling to provide instruction.
- w To continue the implementation of activities to build a knowledge base about lesson planning and classroom activities that meet the needs of diverse learners through differentiation instruction.

Enrollment

October 1, 2001 School Year Student Enrollment:	1227
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	15

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- w To Facilitate School Improvement
- w To Address Short-term Needs
- w To Develop Increased Communications
- w To Facilitate Budget Development
- w To Engage in Team Growth
- w To Facilitate Staff Selection

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	63.00
Other Professional Staff	14.00	Teacher Aide	30.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	1	0	0
4 to 6 years	6	3	0	0
7 to 9 years	5	9	0	0
10 or more years	14	13	0	0

∨ **Shared Responsibilities** ∨

School

Washington School is committed to providing environments in which all children can learn and where decisions are made in the best interests of children. We will uniquely exhibit the following qualities: A positive, productive, safe environment; supportive, consistent leadership; focused, effective instructional practices; consistent, systematic monitoring of student progress; a parent and community service orientation; and opportunities for professional and personal development.

Parents

Parents are responsible for their children's regular and punctual school attendance. It is expected that they provide proper nourishment, clothing, and hygiene/medical/dental care for their children. If they need assistance in any of these areas, the school's social worker and/or nurse will work with them. Per our mission statement, we expect parents to be cooperative partners in their children's education.

∨ **Transportation Policy** ∨

The safe transportation of students to and from school is the primary function of the transportation department. Bus riding is a privilege extended to students through Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform with all policies and regulations relating to conduct on school buses.

∨ **Calendar Information** ∨

Number of Instruction Days: 177 **First Day of School:** 8/19/02
Average Daily Instruction Time: 5 hrs. 48 min. **Last Day of School:** 5/30/03
Operates on Traditional Schedule

Report Card Release Dates

10/23/02 1/15/03 3/27/03 5/30/03

Additional Calendar/Report Card Information

Washington uses the district's report cards and school-generated midterm reports to keep parents informed about their children's progress in school. Parent conferences in the fall and spring enhance student achievement reports to parents.

∨ **Resources Available at School Site** ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

- W Art/Music/PE Facilities
- W Library Media Center
- W Technology Lab
- W Multipurpose Facility

Extracurricular Activities

- W Student Council
- W Peer Mediation
- W Girls/Boys Cross Country
- W Girls/Boys Basketball
- W Chess Club
- W Wake-up Club
- W Computer Classes
- W Mentor Program

School/Community Resources

- W Business Partners
- W Community Agency Assistance
- W Parks and Recreation Program
- W Adult Education Classes
- W Extended Day Care
- W Parenting Classes
- W Head Start Preschool
- W University Extension Classes

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|---|--|
| <p>w Implemented the seven strands of the Language Arts Curriculum: Reading, writing, spelling, handwriting, speaking, listening, and critical viewing.</p> | <p>w Implemented activities designed to teach the appropriate administration of the new reading assessment.</p> |
| <p>w Implemented instructional strategies appropriate for teaching English Language Learners.</p> | <p>w Designed and implemented student procedures that are fair and relevant to established standards for student behavior.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	38.2 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	4.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	16.4 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Special Olympics Award	2001
Arts and Humanities Grant	2001
Reading Is Fundamental (Schoolwide)	2001
Project GOAL - Grade One At The Library	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E	
Grade 3	Reading	School	102	510	9%	29%	45%	17%
		State	58840	524	9%	17%	45%	29%
Writing	School	100	514	20%	16%	60%	4%	
	State	57282	541	10%	12%	63%	16%	
Mathematics	School	102	482	23%	48%	22%	8%	
	State	59030	517	11%	27%	35%	27%	

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	128	491	44%	20%	29%	8%
	State	61305	505	21%	20%	43%	15%
Writing	School	124	474	40%	27%	29%	4%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	129	449	42%	40%	5%	13%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	53	44	60	--	--	--
2	Reading	--	--	--	60	42	50	92	35	52	61	41	53	49	32	57
	Language	--	--	--	66	28	40	97	32	43	63	43	44	55	24	48
	Mathematics	--	--	--	57	28	51	100	30	55	63	42	57	56	26	61
3	Reading	63	30	47	75	33	47	94	32	48	63	30	50	56	34	50
	Language	81	33	49	65	30	51	96	35	54	70	29	56	60	32	57
	Mathematics	81	23	46	65	26	49	96	28	52	71	26	54	59	26	56
4	Reading	71	37	53	63	36	54	79	37	54	69	40	55	62	33	55
	Language	76	32	47	63	34	49	87	30	48	70	36	50	65	29	50
	Mathematics	77	36	51	63	39	54	87	28	55	74	38	57	65	31	58
5	Reading	76	36	51	78	45	51	88	34	51	74	34	51	64	36	53
	Language	76	33	42	79	41	44	87	33	45	75	31	45	68	32	47
	Mathematics	75	39	51	81	47	54	91	37	55	75	35	57	70	37	59
6	Reading	64	43	53	79	47	54	96	40	53	69	32	54	70	37	56
	Language	67	31	41	81	36	44	92	34	44	71	21	45	71	28	47
	Mathematics	66	47	57	82	48	59	93	52	60	71	38	63	72	39	65

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	54	36
Grades 3-4	77	76
Grades 4-5	65	65
Grades 5-6	70	71
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Washington School has crisis management guidelines and a comprehensive safety plan designed to inform staff and students of what to do in the event of a crisis or an emergency. The plan is based on the District's Crisis Manual which contains information to assist in emergency situations. The school and the district have crisis response teams that are trained and can be mobilized to assist in providing information and assistance to students, staff, families and community.

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

0

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,976	\$3,107,787
Classroom Supplies	\$29	\$30,412
Administration	\$347	\$361,952
Support Services-Students	\$289	\$302,130
Other Support Services and Operations	\$597	\$623,012
Total Expenditures- All Categories 2000-2001	\$4,238	\$4,425,293

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Sue Pederson	(602) 347-3400	
Transportation Policy	Bob Allen	(602) 896-5270	
Community Resources	Nedda Shafir	(602) 347-2669	
School Nutrition Programs	David Caldwell	(602) 896-6803	
Parent Organization	Sue Valdez	(602) 347-3400	
Student Health/Nurse	Virginia Sakas	(602) 347-3410	

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."