



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

300 W. Oak St., Winslow, AZ 86047

Winslow Unified District

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

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. John Lee Summerville  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-6  
 Web Address : www.winslow.k12.az.us  
 Phone Number : (928) 288-8600  
 Fax Number : (928) 288-8692  
 E-mail : jsummerville@winslow.k12.az.us

### Mission

We are committed to establishing and promoting a safe, positive school environment to reach the highest potential of all students by encouraging parental and community involvement, staff teamwork, and advancing personal and professional growth.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

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

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

### School / Academic Goals

- ü To acquire basic skills in reading, writing, mathematics, information retrieval, technology, problem solving, critical thinking and effective communication.
- ü To acquire the necessary skills to be a productive member of our society and to become a lifetime learner.

### Enrollment

October 1, 2005 School Year Student Enrollment : 380  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 27

Instructional Programs

- Ü On-site Special Education
- Ü English Learner
- Ü Gifted
- Ü Title I
- Ü Reading Intervention
- Ü Music
- Ü Art
- Ü Computer Technology

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

The school will strive to create a positive school environment; to ensure the safety of all students; to communicate with parents regarding academic progress; behavior, and other pertinent information.

Parents

The school believes that the responsibility for the well-being of each child rests with his/her parents. Parents are encouraged to participate in the district's educational effort for the academic, social and physical well-being of their child(ren).

Transportation Policy

The school provides transportation to and from school to all qualified students. Transportation is provided for all field trips and class activities as needed. Special needs students are provided appropriate transportation.

School Honors

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

Award/Honor	Year
Ü K-6 Citizenship Awards	2007
Ü Art Winners	2006
Ü Perfect Attendance awards and honor roll awards	2007
Ü Reading Recogniton	2006

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	52	158	80010	87	88	99	443	449	447	13	6	10	17	15	18	54	66	53	15	13	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	90	38935	97	93	99	442	447	447	14	6	9	11	14	19	61	69	55	14	11	17
Male	24	68	40974	77	82	98	443	453	448	13	6	11	25	16	18	46	62	52	17	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	14	43	34545	88	88	99	449	448	432	NA	2	14	21	16	24	57	70	53	21	12	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	13	60	3979	81	85	96	429	438	424	15	5	17	23	22	30	54	68	47	8	5	6
White	20	46	35142	91	94	99	453	464	465	20	9	5	10	7	11	50	63	56	20	22	28
Students with Disabilities	NC	15	10161	NC	44	93	NC	440	419	NC	13	28	NC	13	28	NC	73	36	NC	NA	8
Students without Disabilities	50	143	69849	96	98	100	445	450	451	10	5	7	18	15	17	56	65	56	16	15	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	35	90	39029	92	88	98	435	438	432	17	7	14	17	20	25	54	67	52	11	7	9
Non-Economically Disadvantaged	17	68	40981	77	87	100	458	465	462	6	4	6	18	9	13	53	65	54	24	22	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	52	157	79438	87	87	98	453	466	451	8	3	9	21	13	24	65	74	56	6	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	91	38775	97	94	99	462	468	457	4	1	7	25	15	22	61	73	58	11	11	13
Male	24	66	40560	77	80	97	443	462	446	13	5	12	17	11	25	71	76	54	NA	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	14	41	34297	88	84	98	452	465	434	7	2	14	21	12	31	64	76	50	7	10	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	13	60	3940	81	85	95	446	457	429	8	2	14	23	13	36	69	83	47	NA	2	3
White	20	46	34887	91	94	98	460	477	471	10	4	4	20	13	15	60	61	63	10	22	18
Students with Disabilities	NC	14	9588	NC	41	88	NC	465	416	NC	NA	30	NC	21	32	NC	71	34	NC	7	5
Students without Disabilities	50	143	69850	96	98	100	455	466	456	8	3	7	18	13	23	68	74	59	6	10	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	35	89	38685	92	87	97	451	458	435	9	3	14	23	17	32	63	74	50	6	6	5
Non-Economically Disadvantaged	17	68	40753	77	87	99	456	475	467	6	1	5	18	9	16	71	74	62	6	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	160	79971	92	89	99	423	440	423	7	3	8	40	35	41	51	61	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	91	38974	97	94	99	439	451	437	4	1	5	32	24	33	61	73	57	4	2	4
Male	26	68	40895	84	82	98	407	427	410	12	4	10	46	49	47	42	46	41	NA	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	15	42	34481	94	86	99	424	446	410	13	5	10	27	26	46	53	64	43	7	5	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	14	61	3995	88	86	96	422	439	409	7	2	10	29	38	47	64	59	42	NA	2	1
White	21	47	35150	95	96	99	436	447	437	NA	NA	5	48	32	35	52	68	56	NA	NA	5
Students with Disabilities	NC	17	10258	NC	50	94	NC	419	377	NC	NA	23	NC	59	51	NC	41	25	NC	NA	1
Students without Disabilities	50	143	69713	96	98	100	426	443	429	8	3	5	36	32	39	54	63	52	2	2	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	36	90	38994	95	88	98	413	434	409	11	4	10	39	34	47	47	59	41	3	2	1
Non-Economically Disadvantaged	19	70	40977	86	90	100	442	448	437	NA	NA	5	42	36	34	58	63	56	NA	1	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	55	170	80147	87	94	99	474	482	482	2	1	11	25	18	17	60	66	49	13	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	95	39281	87	94	99	481	481	483	NA	NA	9	24	19	17	61	69	50	15	12	24
Male	22	75	40780	88	94	98	464	482	482	5	3	12	27	16	17	59	63	48	9	19	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	11	41	33494	92	93	99	468	485	466	NA	NA	15	36	15	23	55	66	49	9	20	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	22	63	4117	88	94	96	464	473	456	5	3	19	32	22	27	55	63	46	9	11	8
White	20	56	36122	87	97	99	487	490	501	NA	NA	5	15	14	10	65	68	50	20	18	35
Students with Disabilities	NC	14	10295	NC	56	92	NC	476	443	NC	NA	33	NC	14	26	NC	79	33	NC	7	8
Students without Disabilities	53	156	69852	100	100	100	474	482	488	2	1	7	26	18	16	58	65	51	13	15	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	35	96	38371	83	91	97	463	478	465	3	1	15	34	23	23	54	60	49	9	16	13
Non-Economically Disadvantaged	20	74	41776	95	99	100	494	486	498	NA	1	6	10	11	11	70	74	49	20	14	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	57	164	79686	90	91	98	472	480	470	4	1	11	26	22	24	67	70	57	4	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	96	39163	92	95	99	478	482	475	3	1	9	20	20	22	71	72	60	6	7	10
Male	22	68	40438	88	85	97	462	477	465	5	1	13	36	25	25	59	66	54	NA	7	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	11	38	33299	92	86	98	468	481	452	NA	NA	17	27	18	32	73	76	47	NA	5	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	24	62	4087	96	93	96	455	466	446	8	3	16	29	27	38	63	68	44	NA	2	2
White	20	54	35914	87	93	98	489	493	489	NA	NA	5	25	22	15	65	61	67	10	17	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	53	156	69878	100	100	100	473	481	475	2	1	8	28	22	23	66	70	61	4	8	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	37	96	38095	88	91	97	455	471	452	5	2	17	38	27	32	57	67	48	NA	4	3
Non-Economically Disadvantaged	20	68	41591	95	91	99	502	494	486	NA	NA	6	5	15	16	85	74	65	10	12	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	61	175	80372	97	97	99	472	488	475	7	3	4	20	15	30	74	79	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	101	39452	100	100	99	476	495	488	8	3	3	10	10	22	82	83	72	NA	4	3
Male	22	74	40836	88	93	98	464	478	464	5	3	6	36	23	37	59	73	56	NA	1	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	12	41	33608	100	93	99	463	486	462	8	2	6	25	17	36	67	76	57	NA	5	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	25	66	4128	100	99	97	457	481	464	8	3	4	24	17	39	68	80	56	NA	NA	1
White	21	57	36213	91	98	99	495	496	489	5	4	2	10	12	22	86	81	72	NA	4	3
Students with Disabilities	NC	19	10526	NC	76	94	NC	461	427	NC	5	15	NC	26	53	NC	68	31	NC	NA	1
Students without Disabilities	53	156	69846	100	100	100	476	491	482	6	3	3	17	14	26	77	80	69	NA	3	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	40	101	38521	95	95	98	462	484	461	10	4	6	20	14	38	70	80	55	NA	2	1
Non-Economically Disadvantaged	21	74	41851	100	99	100	490	492	489	NA	1	3	19	18	22	81	77	72	NA	4	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	49	131	79306	94	87	99	500	498	504	4	6	13	27	25	20	59	58	49	10	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	74	38845	100	93	99	496	495	505	3	4	11	26	28	20	68	59	50	3	8	18
Male	18	57	40383	86	81	98	508	502	504	6	9	14	28	21	19	44	56	47	22	14	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	14	34	32673	100	81	99	493	491	487	NA	3	18	43	38	25	50	53	46	7	6	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	15	52	4034	83	88	97	488	492	479	7	8	22	27	27	29	67	60	43	NA	6	7
White	14	33	36234	100	89	99	510	515	523	NA	3	6	14	9	13	79	70	52	7	18	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	47	124	69020	100	98	100	502	500	510	2	5	9	28	25	18	60	59	52	11	11	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	32	78	37437	89	85	97	494	495	486	6	5	19	25	28	26	66	59	46	3	8	9
Non-Economically Disadvantaged	17	53	41869	100	91	100	513	503	521	NA	8	7	29	21	14	47	57	51	24	15	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	49	131	79000	94	87	98	491	490	489	2	2	10	29	29	24	63	63	58	6	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	73	38774	100	91	99	493	493	494	3	1	7	23	25	22	65	67	61	10	7	10
Male	18	58	40150	86	83	98	486	486	485	NA	3	12	39	34	25	61	57	55	NA	5	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	14	34	32508	100	81	98	491	483	472	NA	3	15	36	41	33	57	50	49	7	6	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	15	52	4016	83	88	96	474	482	467	7	4	14	27	27	37	67	65	46	NA	4	2
White	14	33	36135	100	89	98	505	506	508	NA	NA	4	21	18	14	71	73	67	7	9	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	47	125	69009	100	99	100	492	490	495	2	2	6	28	30	22	64	62	62	6	6	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	32	77	37234	89	84	97	486	485	472	NA	NA	15	34	32	33	63	66	50	3	1	3
Non-Economically Disadvantaged	17	54	41766	100	93	99	500	497	505	6	6	5	18	24	16	65	57	65	12	13	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	52	136	79611	100	91	99	502	500	496	6	2	7	33	43	37	62	55	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	76	39016	100	95	99	514	514	511	3	1	4	24	29	29	73	70	66	NA	NA	1
Male	19	60	40519	90	86	98	481	483	482	11	3	10	47	60	44	42	37	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	14	34	32855	100	81	99	486	491	481	7	3	10	36	38	43	57	59	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	17	55	3992	94	93	96	500	502	478	12	4	10	29	40	46	59	56	44	NA	NA	0
White	15	35	36380	100	95	99	520	507	511	NA	NA	4	33	49	30	67	51	65	NA	NA	1
Students with Disabilities	NC	11	10664	NC	46	94	NC	450	440	NC	18	23	NC	64	54	NC	18	22	NC	NA	1
Students without Disabilities	48	125	68947	100	99	100	511	505	504	2	1	4	33	41	34	65	58	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	35	81	37626	97	88	98	488	493	479	9	4	10	46	46	45	46	51	45	NA	NA	0
Non-Economically Disadvantaged	17	55	41985	100	95	100	532	510	511	NA	NA	4	6	38	30	94	62	65	NA	NA	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	48	135	79327	89	88	98	499	520	518	13	7	19	40	25	20	44	53	46	4	15	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	76	38961	88	94	98	503	522	520	4	5	16	50	25	20	43	54	48	4	16	16
Male	20	59	40295	91	82	97	494	519	516	25	10	21	25	25	19	45	51	44	5	14	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	NC	31	32327	NC	78	98	NC	516	499	NC	10	27	NC	26	25	NC	55	41	NC	10	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	15	54	4391	94	90	96	483	512	489	20	7	32	47	28	27	33	54	36	NA	11	4
White	21	43	36373	88	93	98	520	536	538	5	5	10	29	19	14	57	56	52	10	21	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	45	129	70006	96	98	100	500	522	524	11	7	14	42	26	19	42	52	49	4	16	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	31	68	37097	86	84	97	494	514	498	13	9	27	42	28	25	45	51	41	NA	12	7
Non-Economically Disadvantaged	17	67	42230	94	93	99	508	527	535	12	6	11	35	22	15	41	54	50	12	18	24

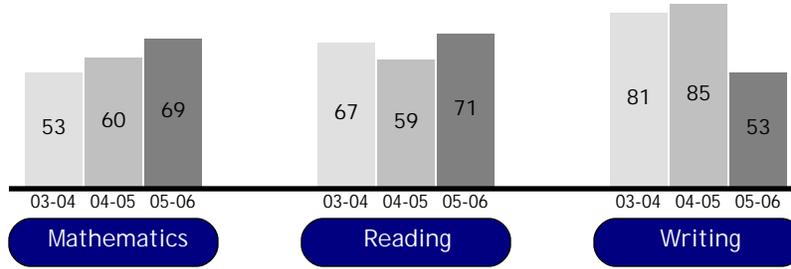
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	135	79501	89	88	98	498	506	497	2	1	10	23	21	25	75	74	60	NA	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	75	39062	88	93	99	504	511	502	NA	NA	8	21	20	23	79	77	64	NA	3	5
Male	20	60	40368	91	83	98	489	500	491	5	3	13	25	23	27	70	70	57	NA	3	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	NC	31	32389	NC	78	98	NC	508	478	NC	NA	16	NC	23	34	NC	74	48	NC	3	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	15	54	4401	94	90	96	487	496	473	NA	2	17	33	28	40	67	67	43	NA	4	1
White	21	43	36446	88	93	99	510	519	516	5	2	4	5	7	15	90	88	73	NA	2	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	45	129	70090	96	98	100	500	507	502	2	2	7	20	20	24	78	75	65	NA	3	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	31	69	37183	86	85	97	492	496	479	3	1	16	26	30	34	71	67	49	NA	1	1
Non-Economically Disadvantaged	17	66	42318	94	92	99	508	517	513	NA	2	5	18	12	17	82	82	70	NA	5	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	54	140	80000	100	92	99	522	557	564	9	4	3	17	7	11	69	79	75	6	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	79	39288	97	98	99	550	571	579	3	3	2	10	4	6	77	81	77	10	13	16
Male	23	61	40644	100	85	98	484	540	549	17	7	4	26	11	15	57	77	74	NA	5	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	11	32	32672	100	80	99	507	555	548	9	3	4	18	6	14	64	78	76	9	13	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	16	55	4424	100	92	97	505	554	549	13	5	3	13	5	14	75	84	77	NA	5	5
White	24	46	36602	100	100	99	549	570	579	4	2	2	21	11	7	67	74	75	8	13	16
Students with Disabilities	NC	10	9919	NC	45	93	NC	NA	505	NC	NA	9	NC	NA	35	NC	NA	54	NC	NA	2
Students without Disabilities	46	130	70081	98	99	100	525	561	571	11	5	2	11	5	7	72	81	79	7	10	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	36	73	37534	100	90	98	514	545	547	11	7	4	17	10	15	67	73	76	6	11	5
Non-Economically Disadvantaged	18	67	42466	100	93	100	537	571	578	6	1	2	17	4	7	72	87	75	6	7	16

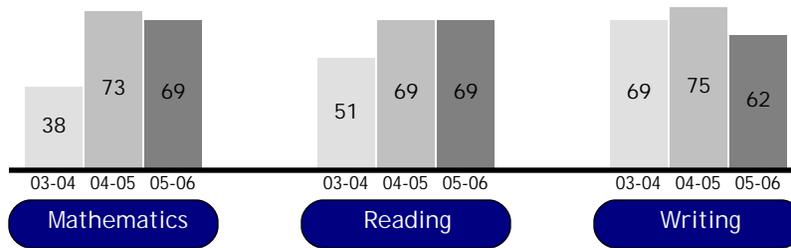
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

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	100	49	NA	58	91	46	47	47	--	--	48	46
	Language	100	39	41	50	91	41	45	47	--	--	41	48
	Mathematics	100	59	60	64	93	42	44	50	--	--	46	52
3	Reading	100	45	NA	55	93	45	51	44	88	54	58	46
	Language	100	50	55	61	93	42	44	44	93	50	54	46
	Mathematics	100	48	57	61	91	47	50	51	88	46	54	52
4	Reading	64	49	NA	56	91	50	48	48	90	56	61	52
	Language	69	39	43	52	91	48	48	49	97	52	59	52
	Mathematics	69	39	46	61	91	44	47	53	87	54	61	58
5	Reading	100	56	NA	55	92	54	52	50	98	58	58	56
	Language	100	46	47	49	92	44	47	50	100	48	50	54
	Mathematics	100	53	60	63	92	42	46	49	98	46	46	52
6	Reading	100	58	NA	56	94	49	52	51	89	61	65	56
	Language	100	58	51	48	94	42	45	47	100	46	56	50
	Mathematics	100	72	67	66	94	46	50	52	89	52	61	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Curriculum Development
- Ü School Safety Issues
- Ü Budget
- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü Reading, Math, Technology Best Practices

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.10
Other Professional Staff	2.50	Teacher Aide	4.25

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	61
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	29%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Music/Art

Extracurricular Activities

- Ü After School Study Hall
- Ü Environmental Field Trip
- Ü Student Recognition
- Ü WASAP - After School Activities

Social Services

- Ü Counseling Services
- Ü Health Services
- Ü DES Services
- Ü Parenting Assistance

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü As of January 2007 all our teachers will be highly Qualified. All teachers have been trained in reading strategies.
  
- ü WASAP, an after school activity program based on an abstinence only philosophy, is in its fifth year.
  
- ü All teachers have completed the required SEI training.
  
- ü Students are awarded for perfect attendance, honor roll, high five award and student of the month.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	85	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

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

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

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

School Safety

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

Washington Elementary School believes that a safe and healthy learning environment is promoted through a sound academic program based on the Arizona State Standards, character education, and student recognition. A virtue of the week is emphasized daily after the pledge.

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) :

1

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	John Summerville	(928) 288-8600
Transportation Policy	Doug Munchmore	(928) 288-8107
Community Resources	John Summerville	(928) 288-8600
School Nutrition Programs	Julian Gulesby	(928) 288-8103
Parent Organization	DA	
Student Health/Nurse	Sinda Montoya	(928) 288-8619

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

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

### DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

## TITLE I TERMS

### Title I School Improvement Year 1

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

### Title I School Improvement Year 2

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

### Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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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.