

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3302 N Flowing Wells Rd, Tucson, AZ 85705

Flowing Wells 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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
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. Peter M. Wells
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-6
 Web Address : www.flowingwells.k12.az.us
 Phone Number : (520) 696-8301
 Fax Number : (520) 690-5615
 E-mail : wellsp@flowingwells.k12.az.us

Mission

The Mission of Walter Douglas Elementary School is to work as a team with parents and the community to provide all students the opportunity to acquire the skills needed to be successful citizens.

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 Demonstrate mastery in basic mathematics skills and problem-solving strategies, as stated by the Arizona Academic Standards.
- ü Demonstrate mastery in basic reading and writing skills, as stated by the Arizona Academic Standards.
- ü Demonstrate excellent character and citizenship.
- ü Promote parent and community involvement.

Enrollment

October 1, 2005 School Year Student Enrollment : 640
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- ü English Language Learner (ELL)
- ü Balanced Literacy
- ü Music: Vocal/Band/Orchestra
- ü Character Education
- ü Skills for Success
- ü Individualized Tutorial Programs
- ü Successmaker
- ü Attendance Accountability

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school communicates regularly with parents to inform and facilitate a partnership of collaboration. A safe environment is an uncompromisable standard. The school is committed to providing extensive resources to promote student success. The professional staff is highly qualified, caring, and dedicated to helping each child grow.

Parents

Parents are expected to be active participants in their children's success by reinforcing the importance of school and encouraging responsibility. They are expected to serve as positive role models and support student efforts and activities. Every parent is asked to volunteer a minimum of five hours at the school or for school programs.

Transportation Policy

The Flowing Wells School District Governing Board has developed a comprehensive transportation plan which serves all students within our district based upon their needs and location in relation to their schools.

School Honors

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

Award/Honor	Year
ü Arizona Education Association Promise Grant	2003
ü Fulbright Memorial Fund Master Teacher Award	2003
ü Arizona Teacher of the Year	2005
ü Arizona Educational Foundation A+ School Award	2004

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	72	379	80010	94	98	99	452	447	447	7	8	10	17	20	18	61	56	53	15	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	180	38935	97	99	99	455	449	447	3	6	9	24	22	19	59	58	55	14	15	17
Male	43	199	40974	91	98	98	450	445	448	9	11	11	12	19	18	63	54	52	16	16	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	52	194	34545	93	97	99	446	444	432	6	10	14	21	20	24	63	59	53	10	11	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	20	162	35142	95	99	99	467	453	465	10	7	5	5	20	11	55	51	56	30	22	28
Students with Disabilities	NC	48	10161	NC	91	93	NC	417	419	NC	27	28	NC	33	28	NC	35	36	NC	4	8
Students without Disabilities	64	331	69849	100	100	100	457	451	451	2	6	7	19	18	17	63	59	56	17	17	19
Limited English Proficient Students	25	51	14013	93	96	97	418	412	413	12	25	24	44	35	34	44	39	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	59	262	39029	94	98	98	448	442	432	7	10	14	19	23	25	63	56	52	12	11	9
Non-Economically Disadvantaged	13	117	40981	93	99	100	471	459	462	8	6	6	8	14	13	54	55	54	31	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	365	79438	87	95	98	441	448	451	13	10	9	24	25	24	54	55	56	9	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	175	38775	90	97	99	450	453	457	11	7	7	22	24	22	56	58	58	11	11	13
Male	40	190	40560	85	93	97	435	444	446	15	12	12	25	26	25	53	52	54	8	10	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	49	189	34297	88	95	98	429	439	434	18	14	14	29	26	31	47	53	50	6	7	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	18	154	34887	86	94	98	473	459	471	NA	5	4	11	25	15	72	57	63	17	14	18
Students with Disabilities	NC	36	9588	NC	68	88	NC	414	416	NC	25	30	NC	42	32	NC	28	34	NC	6	5
Students without Disabilities	62	329	69850	97	99	100	442	452	456	13	8	7	24	23	23	53	57	59	10	11	12
Limited English Proficient Students	22	47	13856	81	89	96	387	386	407	41	45	27	45	38	43	14	17	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	55	251	38685	87	94	97	433	439	435	16	14	14	27	29	32	49	50	50	7	8	5
Non-Economically Disadvantaged	12	114	40753	86	97	99	479	468	467	NA	2	5	8	18	16	75	65	62	17	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	77	381	79971	100	99	99	393	416	423	21	12	8	44	38	41	30	44	49	5	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	180	38974	100	99	99	424	441	437	13	7	5	37	28	33	40	57	57	10	9	4
Male	47	201	40895	100	99	98	373	394	410	26	17	10	49	48	47	23	33	41	2	2	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	56	198	34481	100	99	99	392	415	410	23	13	10	41	37	46	30	45	43	5	5	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	21	161	35150	100	99	99	397	417	437	14	12	5	52	40	35	29	41	56	5	7	5
Students with Disabilities	13	53	10258	100	100	94	279	327	377	69	42	23	23	40	51	NA	17	25	8	2	1
Students without Disabilities	64	328	69713	100	99	100	416	430	429	11	7	5	48	38	39	36	48	52	5	6	3
Limited English Proficient Students	27	53	13985	100	100	97	342	344	382	37	32	18	52	57	54	11	11	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	63	264	38994	100	99	98	387	407	409	22	14	10	48	42	47	27	40	41	3	4	1
Non-Economically Disadvantaged	14	117	40977	100	99	100	419	436	437	14	7	5	29	31	34	43	54	56	14	9	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	80	389	80147	93	98	99	480	481	482	10	11	11	14	12	17	56	55	49	20	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	193	39281	86	97	99	473	477	483	16	11	9	13	13	17	50	54	50	21	22	24
Male	42	196	40780	100	99	98	486	484	482	5	12	12	14	10	17	62	56	48	19	22	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	60	191	33494	95	98	99	479	474	466	10	13	15	15	14	23	55	57	49	20	16	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	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	17	181	36122	85	98	99	482	488	501	12	9	5	6	9	10	65	54	50	18	29	35
Students with Disabilities	NC	62	10295	NC	91	92	NC	440	443	NC	29	33	NC	26	26	NC	40	33	NC	5	8
Students without Disabilities	74	327	69852	100	100	100	481	488	488	11	8	7	14	9	16	54	57	51	22	25	26
Limited English Proficient Students	24	44	12722	96	98	97	443	436	441	25	36	27	29	23	33	46	39	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	72	264	38371	96	99	97	481	473	465	10	13	15	14	14	23	56	55	49	21	18	13
Non-Economically Disadvantaged	NC	125	41776	NC	97	100	NC	496	498	NC	8	6	NC	6	11	NC	54	49	NC	31	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	80	367	79686	93	93	98	452	470	470	18	10	11	29	22	24	51	60	57	3	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	185	39163	91	93	99	449	471	475	23	10	9	28	19	22	45	63	60	5	8	10
Male	40	182	40438	95	92	97	454	468	465	13	10	13	30	25	25	58	58	54	NA	7	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	59	181	33299	94	93	98	448	456	452	17	13	17	34	31	32	47	52	47	2	3	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	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	18	171	35914	90	92	98	466	483	489	17	6	5	11	13	15	67	69	67	6	11	14
Students with Disabilities	NC	42	9808	NC	62	87	NC	438	432	NC	33	35	NC	31	32	NC	31	30	NC	5	3
Students without Disabilities	73	325	69878	99	99	100	455	474	475	15	7	8	27	21	23	55	64	61	3	7	9
Limited English Proficient Students	22	40	12594	88	89	96	412	409	422	41	45	34	45	43	45	14	13	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	70	247	38095	93	93	97	453	460	452	14	12	17	31	28	32	53	56	48	1	4	3
Non-Economically Disadvantaged	10	120	41591	91	93	99	NA	489	486	NA	7	6	NA	11	16	NA	69	65	NA	13	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	85	394	80372	99	99	99	430	456	475	15	10	4	46	32	30	39	58	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	198	39452	98	99	99	433	466	488	16	9	3	37	26	22	47	64	72	NA	1	3
Male	42	196	40836	100	99	98	426	445	464	14	11	6	55	38	37	31	52	56	NA	NA	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	62	193	33608	98	99	99	432	446	462	16	12	6	44	34	36	40	53	57	NA	1	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	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	20	184	36213	100	99	99	420	465	489	15	7	2	50	29	22	35	63	72	NA	1	3
Students with Disabilities	11	67	10526	92	99	94	360	393	427	55	28	15	45	54	53	NA	18	31	NA	NA	1
Students without Disabilities	74	327	69846	100	100	100	440	468	482	9	6	3	46	28	26	45	66	69	NA	1	2
Limited English Proficient Students	26	46	12747	100	100	97	403	389	432	23	30	12	50	41	52	27	28	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	75	267	38521	100	100	98	431	446	461	13	11	6	48	37	38	39	51	55	NA	1	1
Non-Economically Disadvantaged	10	127	41851	91	98	100	NA	476	489	NA	7	3	NA	21	22	NA	72	72	NA	NA	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	77	431	79306	94	98	99	491	504	504	19	11	13	25	19	20	40	52	49	16	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	211	38845	92	97	99	495	507	505	12	7	11	29	17	20	41	58	50	18	18	18
Male	43	220	40383	96	100	98	487	502	504	26	15	14	21	21	19	40	45	47	14	18	19
African American	NC	15	4171	NC	100	98	NC	512	485	NC	NA	20	NC	20	26	NC	67	44	NC	13	10
Hispanic	56	205	32673	97	97	99	486	493	487	23	16	18	25	22	25	36	46	46	16	15	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	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	12	195	36234	86	100	99	492	514	523	17	7	6	25	15	13	58	57	52	NA	21	28
Students with Disabilities	NC	72	10286	NC	89	91	NC	466	462	NC	36	41	NC	28	27	NC	32	27	NC	4	5
Students without Disabilities	73	359	69020	100	100	100	493	512	510	16	6	9	25	17	18	42	56	52	16	21	21
Limited English Proficient Students	16	40	10291	89	93	96	453	452	458	50	40	38	31	43	34	13	15	26	6	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	66	261	37437	92	96	97	489	494	486	21	15	19	26	22	26	36	49	46	17	14	9
Non-Economically Disadvantaged	11	170	41869	100	100	100	502	520	521	9	5	7	18	14	14	64	56	51	9	25	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	77	409	79000	94	93	98	472	489	489	18	10	10	32	22	24	44	59	58	5	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	207	38774	92	95	99	478	495	494	9	4	7	41	21	22	41	65	61	9	10	10
Male	43	202	40150	96	91	98	467	484	485	26	15	12	26	23	25	47	52	55	2	10	8
African American	NC	15	4153	NC	100	98	NC	500	476	NC	NA	13	NC	20	30	NC	73	53	NC	7	4
Hispanic	55	193	32508	95	91	98	465	478	472	24	14	15	33	26	33	38	52	49	5	7	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	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	13	186	36135	93	95	98	486	500	508	8	6	4	31	17	14	54	64	67	8	13	15
Students with Disabilities	NC	52	9991	NC	64	88	NC	454	449	NC	23	33	NC	50	36	NC	23	29	NC	4	2
Students without Disabilities	72	357	69009	100	100	100	474	494	495	18	8	6	29	18	22	47	64	62	6	11	10
Limited English Proficient Students	16	40	10199	89	93	95	421	424	439	69	55	35	25	38	47	6	8	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	66	247	37234	92	91	97	466	479	472	21	15	15	35	26	33	41	54	50	3	6	3
Non-Economically Disadvantaged	11	162	41766	100	97	99	507	506	505	NA	2	5	18	16	16	64	66	65	18	16	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	83	438	79611	100	100	99	479	496	496	16	8	7	36	33	37	48	59	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	216	39016	100	100	99	501	510	511	14	6	4	19	24	29	68	70	66	NA	NA	1
Male	46	222	40519	100	100	98	462	482	482	17	9	10	50	43	44	33	48	46	NA	NA	0
African American	NC	15	4188	NC	100	98	NC	536	486	NC	NA	9	NC	7	40	NC	93	50	NC	NA	0
Hispanic	59	210	32855	100	100	99	464	484	481	20	11	10	42	37	43	37	52	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	NC	10	3992	NC	100	96	NC	NA	478	NC	NA	10	NC	NA	46	NC	NA	44	NC	NA	0
White	14	196	36380	100	100	99	510	506	511	7	4	4	21	32	30	71	64	65	NA	NA	1
Students with Disabilities	10	80	10664	100	99	94	NA	445	440	NA	18	23	NA	68	54	NA	15	22	NA	NA	1
Students without Disabilities	73	358	68947	100	100	100	486	507	504	14	6	4	33	26	34	53	69	61	NA	NA	1
Limited English Proficient Students	18	41	10362	100	95	97	383	402	438	56	41	22	39	46	57	6	12	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	72	269	37626	100	99	98	474	487	479	18	10	10	36	38	45	46	52	45	NA	NA	0
Non-Economically Disadvantaged	11	169	41985	100	100	100	515	510	511	NA	4	4	36	26	30	64	70	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	76	452	79327	86	96	98	521	519	518	18	13	19	11	19	20	58	55	46	13	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	243	38961	92	98	98	521	521	520	17	12	16	11	16	20	61	59	48	11	13	16
Male	30	209	40295	79	94	97	521	516	516	20	14	21	10	22	19	53	51	44	17	13	16
African American	NC	13	4247	NC	100	98	NC	511	499	NC	15	27	NC	23	24	NC	54	41	NC	8	8
Hispanic	53	221	32327	90	96	98	510	509	499	23	18	27	11	21	25	58	53	41	8	8	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	21	209	36373	81	97	98	552	529	538	5	9	10	10	16	14	57	57	52	29	18	25
Students with Disabilities	NC	53	9321	NC	76	87	NC	475	467	NC	42	54	NC	34	22	NC	23	21	NC	2	3
Students without Disabilities	71	399	70006	100	100	100	523	524	524	18	10	14	10	17	19	58	59	49	14	14	18
Limited English Proficient Students	12	32	9431	100	100	95	458	467	466	67	53	53	17	28	27	17	19	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	59	303	37097	82	94	97	518	511	498	20	17	27	10	20	25	58	51	41	12	11	7
Non-Economically Disadvantaged	17	149	42230	100	100	99	531	535	535	12	5	11	12	15	15	59	64	50	18	16	24

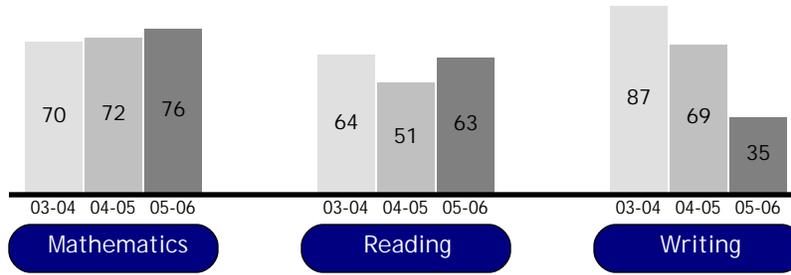
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	446	79501	88	95	98	495	503	497	10	4	10	30	24	25	56	68	60	4	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	241	39062	92	98	99	497	506	502	11	4	8	26	21	23	59	71	64	4	4	5
Male	31	205	40368	82	92	98	492	498	491	10	5	13	35	28	27	52	64	57	3	3	3
African American	NC	13	4279	NC	100	99	NC	499	485	NC	8	14	NC	23	30	NC	69	54	NC	NA	2
Hispanic	54	215	32389	92	93	98	485	493	478	13	7	16	37	32	34	48	58	48	2	3	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	21	209	36446	81	97	99	523	512	516	NA	1	4	14	17	15	76	77	73	10	5	7
Students with Disabilities	NC	47	9411	NC	67	88	NC	470	453	NC	15	36	NC	43	36	NC	43	26	NC	NA	1
Students without Disabilities	71	399	70090	100	100	100	496	506	502	11	3	7	30	22	24	55	71	65	4	4	5
Limited English Proficient Students	12	28	9401	100	88	94	429	447	443	50	32	40	50	57	46	NA	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	60	299	37183	83	93	97	491	496	479	13	6	16	28	29	34	53	61	49	5	4	1
Non-Economically Disadvantaged	17	147	42318	100	99	99	509	516	513	NA	1	5	35	15	17	65	81	70	NA	3	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	89	469	80000	100	100	99	524	552	564	6	3	3	26	16	11	64	71	75	4	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	248	39288	100	100	99	549	569	579	NA	1	2	25	10	6	67	75	77	8	14	16
Male	38	221	40644	100	100	98	491	533	549	13	5	4	26	23	15	61	67	74	NA	5	7
African American	NC	13	4307	NC	100	99	NC	575	551	NC	NA	4	NC	8	13	NC	85	75	NC	8	7
Hispanic	60	232	32672	100	100	99	520	545	548	5	3	4	25	19	14	68	72	76	2	6	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	26	214	36602	100	100	99	535	558	579	8	3	2	27	14	7	54	68	75	12	14	16
Students with Disabilities	17	69	9919	100	99	93	451	492	505	18	7	9	65	54	35	18	38	54	NA	1	2
Students without Disabilities	72	400	70081	100	100	100	542	562	571	3	2	2	17	10	7	75	77	79	6	12	12
Limited English Proficient Students	13	33	9571	100	100	96	442	465	502	15	15	10	54	39	29	31	45	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	72	320	37534	100	100	98	521	542	547	7	3	4	25	19	15	65	73	76	3	5	5
Non-Economically Disadvantaged	17	149	42466	100	100	100	540	575	578	NA	1	2	29	10	7	59	68	75	12	21	16

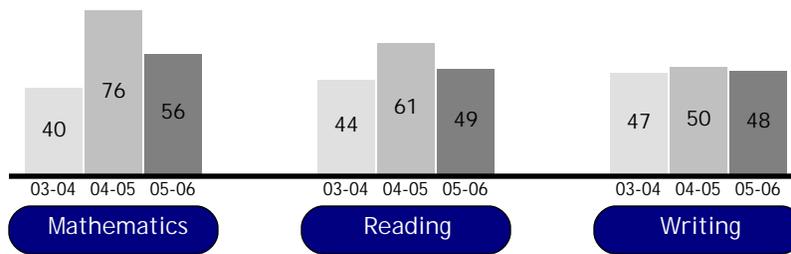
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	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	44	NA	58	100	34	43	47	100	30	39	46
	Language	100	31	54	50	100	39	46	47	100	35	44	48
	Mathematics	100	62	69	64	100	37	50	50	100	30	46	52
3	Reading	96	34	NA	55	100	35	44	44	87	39	44	46
	Language	97	50	59	61	100	33	41	44	100	34	41	46
	Mathematics	97	64	63	61	100	49	51	51	94	50	50	52
4	Reading	98	48	NA	56	100	39	48	48	93	39	52	52
	Language	100	45	52	52	100	42	50	49	99	44	48	52
	Mathematics	98	64	62	61	100	54	56	53	93	59	58	58
5	Reading	100	42	NA	55	96	42	49	50	94	50	58	56
	Language	100	44	47	49	96	44	47	50	100	37	52	54
	Mathematics	100	58	59	63	96	50	47	49	94	44	52	52
6	Reading	97	51	NA	56	100	44	52	51	88	52	58	56
	Language	99	45	48	48	100	38	47	47	100	43	48	50
	Mathematics	99	71	67	66	99	52	52	52	86	58	58	58

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

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

School Site Council

Council Composition

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

Council Duties

- Ü Instructional Strategies
- Ü Curriculum Development
- Ü Advisory Function to the Administration
- Ü School Safety Issues
- Ü Resource Allocation
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	33.00
Other Professional Staff	1.50	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	50
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Site-Based Day Care
- Ü Technology Lab
- Ü Multipurpose Facility
- Ü Library

Extracurricular Activities

- Ü Comprehensive Athletic Program
- Ü Japan Club
- Ü Kiwanis K-Kids Club
- Ü Skills for Success Program
- Ü Rodel Foundation Macro Math
- Ü Read & Eat Family Literacy Program
- Ü Science Club
- Ü ELL Title I Tutoring

Social Services

- Ü Family Resource Center
- Ü Adult English/GED Classes
- Ü Student Dental Care Program
- Ü Counseling Services
- Ü Telemedicine Program
- Ü Summer Outreach
- Ü Big Brothers / Big Sisters Program
- Ü Red Cross First Aid Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Received 98 percent approval rating in annual student and parent climate surveys.

- ü Achieved ninety percent average mastery rate on district academic assessments. These assessments are aligned with the Arizona Academic Standards.

- ü Achieved state recognition as an A+ School by the Arizona Educational Foundation (2004).

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

Walter Douglas School has clearly defined values and expectations regarding citizenship. The school also has established fire, lock-down and evacuation plans that are rehearsed regularly. The school perimeter is secure and guests are accounted for prior to coming on campus. The school participates with local agencies to hold unannounced evacuation and emergency drills. Walter Douglas Elementary School is committed to creating a disciplined, safe, and pleasant learning environment.

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) :

2

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	Mr. Peter M. Wells	(520) 696-8301
Transportation Policy	Mr. David Krogstad	(520) 696-8871
Community Resources	Mr. Peter M. Wells	(520) 696-8301
School Nutrition Programs	Mrs. Susan Beaudry	(520) 696-8623
Parent Organization	Mrs. Marie Daily	(520) 696-8300
Student Health/Nurse	Ms. Becky Kennedy	(520) 696-8302

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 450 Copies = \$175.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

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