



WASHINGTON COLONY ELEMENTARY SCHOOL

130 East Lincoln Ave., Fresno, CA 93706 • (559) 233-0706

Dale H. Drew, Principal

School Accountability Report Card

Contact Information

Washington Colony Elementary School District

130 E. Lincoln Avenue

Fresno, CA 93706

Phone: (559) 233-0706

District Superintendent: Dale H. Drew

E-mail Address: ddrew@washingtoncolony.k12.ca.us

School Principal: Craig Bowden

E-mail Address: cbowden@washingtoncolony.k12.ca.us

School Profile

The Washington Colony Elementary School District was organized May 15, 1879. The first school was located in a small 20' x 20' building on the southwest corner of Elm and Washington (now American) Avenues. In 1880 a two-room school building was constructed on property donated by the Easton-Eldridge Company on the south side of Lincoln Avenue, one block east of Elm. In 1889 this building was moved across the street; it became known as Easton Hall and served for a few years as a combination high school and grammar school. In the long, rich tradition of Washington Colony, our school continues to occupy the Lincoln Avenue site. With the reorganization of our campuses in 1997, all kindergarten through fifth grade classrooms are located on the North campus, while all sixth through eighth grade classrooms occupy the South campus. Washington Colony Elementary has historically benefited from a tremendous amount of stability, family and community support, and solid educational programs. Students graduating from Washington Colony are ready to face the rigors of high school and are well along on the journey to success. The "foundation" laid in 1879 has evolved into an outstanding education and a proud heritage for the students of the Easton community.

Student Enrollment by Ethnic Group

2006-07

| | Percentage |
|-------------------------|------------|
| African American | 1.4% |
| American Indian | 0.7% |
| Asian | 3.7% |
| Caucasian | 16.7% |
| Filipino | 1.1% |
| Hispanic | 75.2% |
| Pacific Islander | 0.0% |
| Multiple or No Response | 1.1% |

Mission Statement

Our mission, in partnership with students, parents, and community, is to deliver high quality learning experiences which promote lifelong success for all our students by providing educational choices consistent with our core values of a commitment to learning, an atmosphere of respect, community involvement, effective communication, and accountability.

District goals and programs are developed in accordance with the following set of core beliefs:

We believe:

- the school environment should be safe, respectful, loving, caring, and supportive.
- we should offer a positive learning environment and experiences that lead to success of our students.
- the school should provide a solid base of academics.
- all students should be challenged to their potential.
- every student, by name, can and will succeed.
- every student has a right to an education and every student has a responsibility for learning; this right can be forfeited by failure to accept this responsibility.
- students, staff, and parents form a community of learners where learning never ends.
- in addition to educating children, the school serves the broader community with its facilities and resources.
- there is no "single" program or solution which will work for all students.
- relevant curriculum leads to motivated students.
- in being respectful of cultural differences.

Parent Involvement

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. Parents/Guardians are provided with meaningful opportunities at all grade levels for involvement in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home. Additionally, parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

| | 2004-05 | 2005-06 | 2006-07 |
|-----|---------|---------|---------|
| K | 57 | 46 | 63 |
| 1st | 41 | 53 | 39 |
| 2nd | 39 | 39 | 49 |
| 3rd | 53 | 36 | 40 |
| 4th | 49 | 52 | 40 |
| 5th | 52 | 48 | 46 |
| 6th | 62 | 53 | 47 |
| 7th | 54 | 66 | 49 |
| 8th | 67 | 55 | 63 |

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students in Kindergarten and 1st grade receive assistance in the classroom from Instructional Aides. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

| Average Class Size | Classrooms Containing: | | | | | | | | | | | |
|------------------------|------------------------|----|----|----------------|----|----|--------------|----|----|---|---|---|
| | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | | | |
| By Grade Level | | | | | | | | | | | | |
| K | 19 | 15 | 21 | 3 | 3 | 1 | - | - | 2 | - | - | - |
| 1st | 21 | 18 | 20 | 1 | 3 | 1 | 1 | - | 1 | - | - | - |
| 2nd | 20 | 20 | 17 | 2 | 2 | 3 | - | - | - | - | - | - |
| 3rd | 18 | 18 | 20 | 3 | 2 | 1 | - | - | 1 | - | - | - |
| 4th | 25 | 26 | 20 | - | - | 2 | 2 | 2 | - | - | - | - |
| 5th | 26 | 24 | 23 | - | - | - | 2 | 2 | 2 | - | - | - |
| 6th | 30 | 27 | 24 | - | - | - | 2 | 2 | 2 | - | - | - |
| By Subject Area | | | | | | | | | | | | |
| English | - | - | 21 | - | - | 3 | - | - | 1 | - | - | - |
| Mathematics | 31 | 28 | 29 | - | - | - | 3 | 5 | 2 | 3 | 1 | - |
| Science | 30 | 30 | 27 | - | - | - | 2 | 4 | 3 | 2 | - | - |

Class Size Reduction

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Washington Colony Elementary began implementing CSR for Kindergarten through Grade 3 in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation

| | 2004-05 | 2005-06 | 2006-07 |
|-----|---------|---------|---------|
| K | 100% | 100% | 33% |
| 1st | 50% | 100% | 50% |
| 2nd | 100% | 100% | 100% |
| 3rd | 100% | 100% | 50% |
| K-3 | - | - | - |

Discipline & Climate for Learning

Students at Washington Colony Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Washington Colony Elementary's discipline program is to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. Parents and students are informed of school rules and discipline policies through the Parent-Student Handbook and the Standards of Behavior which are sent home at the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include Student Council, Yearbook Committee, Classroom Parties, Intra/Interscholastic Competitions, Music/Band, Rocket Club, Robotics, and Leadership Activities. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include Volleyball, Soccer, Track/Cross-Country, Baseball/Softball and Wrestling. Washington Colony School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and by their classroom teachers.

Suspensions & Expulsions

| | School | | | District | | |
|-----------------|--------|-------|--------|----------|-------|--------|
| | 04-05 | 05-06 | 06-07 | 04-05 | 05-06 | 06-07 |
| Suspensions | 40 | 36 | 70 | 40 | 36 | 70 |
| Suspension Rate | 8.44% | 8.04% | 16.06% | 8.44% | 8.04% | 16.06% |
| Expulsions | 2 | 2 | 7 | 2 | 2 | 7 |
| Expulsion Rate | 0.42% | 0.45% | 1.61% | 0.42% | 0.45% | 1.61% |

Safe School Plan

Safety of students and staff is a primary concern of Washington Colony Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The District's Emergency Response Plan was completely revised in the Spring of 2007. All revisions were communicated to both classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by certificated and classified staff, and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must register immediately upon entering the school grounds when school is in session. A visible means of identification is provided for visitors while on school premises.

School Facilities

The District takes great efforts to ensure that the school is clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school/district office.

Washington Colony Elementary School has 22 classrooms, 1 multipurpose room/cafeteria, a library, 1 instructional media center, and 3 playgrounds. A major modernization project on the Middle School campus was completed just as the 2005-06 school year began.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure

efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process: The Director of Maintenance, Operations and Transportation has developed daily cleaning schedules to ensure a clean and safe school. The Principal routinely inspects classrooms, bathrooms and the cafeteria for cleanliness.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2006/07 school year the district allocated \$19,516 for the deferred maintenance program. This represents one-half of one percent of the district's general fund budget.

| School Facility Conditions | | | | |
|---|----------------------------------|------|------|---|
| Date of Last Inspection: 8/31/2007 | | | | |
| Overall Summary of School Facility Conditions: Exemplary | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | |
| Windows/Doors/Gates/Fences (Interior and Exterior) | X | | | |
| Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) | X | | | |
| Hazardous Materials (Interior and Exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Electrical (Interior and Exterior) | X | | | |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (Inside and Outside) | X | | | |
| Restrooms | X | | | |
| Sewer | X | | | |
| Roofs (observed from the ground, inside/outside the building) | X | | | |
| Playground/School Grounds | | X | | Middle School Playground - Swings - no filler and too close to fence. Kindergarten Play Area - No filler under swings & play area equipment; swings too close to fence. |
| Overall Cleanliness | X | | | |

Teacher Assignment

Washington Colony Elementary recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Washington Colony Elementary had 24 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006/07 school year, the most current data are reported.



| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 04-05 | 05-06 | 06-07 | 06-07 |
| Fully Credentialed | 22 | 24 | 24 | 24 |
| Without Full Credentials | 0 | 0 | 0 | 0 |
| Working Outside Subject | 0 | 0 | 0 | 0 |

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 04-05 | 05-06 | 06-07 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| School | NCLB Compliant Teachers | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 85.70% | 14.30% |
| District | 86.00% | 14.00% |
| High-Poverty Schools in District | 0.00% | 0.00% |
| Low-Poverty Schools in District | 0.00% | 0.00% |

Counseling & Support Staff

It is the goal of Washington Colony Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. In addition to the support services personnel listed in the table, the District contracts for or otherwise provides the following support services personnel: School Nurse, Speech Therapist, Psychologist, and Counselor.

| | Counseling & Support Services Staff | |
|---|-------------------------------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Bilingual Instructional Assistant | 2 | 1.10 |
| Health Clerk | 1 | 0.50 |
| Instructional Aides | 6 | 3.39 |
| Library Technician | 1 | 0.50 |
| Resource Specialist Program (RSP) Teacher | 1 | 1.00 |
| RSP Aide | 1 | 1.00 |

Curriculum Development

All curriculum development in the Washington Colony Elementary School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Instructional Materials

Washington Colony Elementary School District held a Public Hearing on September 26, 2006, and determined that there were sufficient and good quality textbooks, or instructional materials, or both pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.



| District-Adopted Textbooks | | | | |
|----------------------------|----------------------------|------------------------------------|---------------|------------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient |
| 6th-8th | History/Social Science | Glencoe/McGraw Hill | 2007 | Yes |
| K-5 | History/Social Science | Scott Foresman - Standards Aligned | 2007 | Yes |
| K-6 | Mathematics | Houghton Mifflin | 2002 | Yes |
| 7th | Mathematics | McDougal Littell | 2002 | Yes |
| 8th | Mathematics | Prentice Hall | 2002 | Yes |
| 7th-8th | Reading/ Language Arts | McDougal Littell | 2002 | Yes |
| K-6 | Reading/ Language Arts/ELD | Houghton Mifflin | 2002 | Yes |
| K-5 | Science | Holt, Rinehart & Winston | 2002 | Yes |
| 6th-8th | Science | Holt, Rinehart & Winston | 2002 | Yes |

District Expenditures

Washington Colony Elementary spent an average of \$7,552 to educate each student, based on 2005-06 Fiscal Year audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources in the district and throughout the state.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$7,552 |
| From Restricted Sources | \$2,283 |
| From Unrestricted Sources | \$5,269 |
| District | |
| From Unrestricted Sources | \$7,092 |
| Percentage of Variation between School & District | 25.71% |
| State | |
| From Unrestricted Sources | \$4,943 |
| Percentage of Variation between School & State | 6.60% |

District Revenue Sources

In addition to general state funding, Washington Colony Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, Part A (Basic Grant); Title II, Part A (Teacher Quality), Title II, Part D (Technology); Title IV, Part A (SDFSC); Title V, Part A (Innovative Programs); Title VI, Subpart 1 (REAP Flexibility); Title VI, Subpart 1 (Small Rural School Achievement); AB 1113 (School Safety Block Grant); Economic Impact Aid and Peer Assistance and Review.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).



| Average Teacher Salaries | |
|---------------------------------|----------|
| School & District | |
| School | \$51,670 |
| District | |
| Percentage of Variation | 0% |
| School & State | |
| All Elementary School Districts | \$54,130 |
| Percentage of Variation | 4.55% |

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|----|----|-----|----|----|------|----|------|------|----|----|-----|----|---------|----|----|----|----|----|----|----|----|----|----|----|----|
| Combined % of Students Scoring at Proficient and Advanced Levels | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Language Arts | | | | | | | | | Math | | | | | Science | | | | | | | | | | | | |
| | 2 | | | 3 | | | 4 | | | 5 | | | 2 | | | 3 | | | 4 | | | 5 | | | 5 | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 |
| All Students | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 21 | 31 | 22 | 37 | 25 | 35 | 36 | 44 | 34 | 29 | 28 | 37 | 46 | 41 | 33 | 44 | 39 | 48 | 54 | 44 | 44 | 41 | 47 | 31 | 13 | 20 | 21 |
| District | 21 | 31 | 22 | 37 | 25 | 35 | 36 | 44 | 34 | 29 | 28 | 37 | 46 | 41 | 33 | 44 | 39 | 48 | 54 | 44 | 44 | 41 | 47 | 31 | 13 | 20 | 21 |
| State | 42 | 47 | 48 | 31 | 36 | 37 | 47 | 49 | 51 | 43 | 43 | 44 | 56 | 59 | 59 | 54 | 58 | 58 | 50 | 54 | 56 | 44 | 48 | 49 | 28 | 32 | 37 |
| Males | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 16 | 17 | 20 | 39 | 18 | 18 | 28 | 42 | 25 | 23 | 23 | 28 | 42 | 28 | 32 | 50 | 47 | 36 | 52 | 47 | 55 | 38 | 33 | 28 | 15 | 20 | 17 |
| District | 16 | 17 | 20 | 39 | 18 | 18 | 27 | 42 | 25 | 23 | 23 | 28 | 43 | 28 | 32 | 50 | 47 | 36 | 52 | 47 | 55 | 39 | 33 | 28 | 15 | 20 | 17 |
| State | 39 | 43 | 44 | 29 | 33 | 33 | 44 | 46 | 48 | 39 | 40 | 41 | 58 | 59 | 59 | 56 | 58 | 58 | 50 | 54 | 56 | 43 | 48 | 48 | 32 | 34 | 38 |
| Females | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 25 | 43 | 24 | 36 | 32 | 50 | 45 | 45 | 43 | 35 | 37 | 43 | 50 | 52 | 33 | 42 | 32 | 58 | 59 | 42 | 33 | 42 | 68 | 33 | 12 | 21 | 23 |
| District | 25 | 43 | 24 | 37 | 31 | 50 | 46 | 45 | 43 | 35 | 37 | 43 | 50 | 53 | 34 | 41 | 32 | 58 | 59 | 42 | 34 | 42 | 69 | 34 | 12 | 21 | 24 |
| State | 45 | 50 | 53 | 35 | 39 | 41 | 52 | 54 | 55 | 46 | 47 | 48 | 55 | 57 | 58 | 54 | 56 | 57 | 51 | 55 | 58 | 45 | 48 | 49 | 26 | 30 | 35 |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 14 | 28 | 18 | 38 | 16 | 35 | 22 | 41 | 27 | 18 | 19 | 38 | 46 | 41 | 30 | 48 | 35 | 55 | 41 | 41 | 40 | 24 | 38 | 30 | 6 | 9 | 22 |
| District | 15 | 28 | 18 | 38 | 16 | 36 | 22 | 41 | 27 | 18 | 19 | 38 | 47 | 41 | 30 | 48 | 35 | 55 | 41 | 42 | 40 | 24 | 37 | 30 | 6 | 9 | 22 |
| State | 28 | 33 | 35 | 17 | 22 | 23 | 32 | 35 | 36 | 28 | 28 | 29 | 45 | 48 | 48 | 44 | 46 | 47 | 38 | 42 | 45 | 32 | 35 | 36 | 14 | 18 | 22 |
| Hispanic | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 20 | 27 | 14 | 38 | 19 | 32 | 19 | 46 | 32 | 26 | 13 | 39 | 44 | 43 | 27 | 45 | 42 | 50 | 44 | 46 | 46 | 34 | 31 | 34 | 6 | 9 | 21 |
| District | 20 | 26 | 13 | 38 | 19 | 33 | 19 | 46 | 33 | 26 | 12 | 40 | 44 | 43 | 27 | 45 | 43 | 50 | 44 | 47 | 46 | 34 | 31 | 34 | 6 | 9 | 21 |
| State | 28 | 33 | 35 | 17 | 22 | 23 | 32 | 35 | 37 | 27 | 29 | 30 | 44 | 47 | 48 | 43 | 46 | 48 | 38 | 43 | 46 | 33 | 36 | 37 | 14 | 18 | 23 |
| Caucasian | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | * | * | * | * | * | * | 71 | * | * | 43 | 58 | * | * | * | * | * | * | * | 79 | * | * | 50 | 75 | * | 36 | 50 | * |
| District | * | 0 | 0 | * | 0 | 0 | 72 | 0 | 0 | 43 | 58 | 0 | * | 0 | 0 | * | 0 | 0 | 79 | 0 | 0 | 50 | 75 | 0 | 36 | 50 | 0 |
| State | 61 | 65 | 66 | 51 | 55 | 56 | 68 | 69 | 71 | 63 | 63 | 64 | 73 | 74 | 74 | 70 | 73 | 72 | 65 | 68 | 70 | 58 | 64 | 63 | 49 | 52 | 58 |
| English Learners | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 8 | 7 | 17 | 27 | 14 | 6 | 17 | 25 | 18 | 8 | 13 | 0 | 42 | 21 | 33 | 41 | 36 | 28 | 44 | 30 | 47 | 8 | 25 | 13 | 0 | 0 | 0 |
| District | 8 | 7 | 16 | 28 | 14 | 6 | 17 | 25 | 18 | 8 | 12 | 0 | 42 | 21 | 33 | 41 | 36 | 28 | 44 | 30 | 48 | 8 | 25 | 13 | 0 | 0 | 0 |
| State | 23 | 27 | 30 | 12 | 15 | 15 | 19 | 24 | 24 | 13 | 13 | 14 | 43 | 45 | 46 | 40 | 41 | 42 | 32 | 36 | 39 | 22 | 24 | 25 | 6 | 7 | 11 |
| Language Arts | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 6 | | | 7 | | | 8 | | | 6 | | | 7 | | | 8 | | | 8 | | | | | | | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | | | |
| All Students | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 28 | 29 | 41 | 29 | 26 | 29 | 44 | 35 | 27 | 15 | 21 | 36 | 31 | 25 | 19 | | | | 9 | 13 | 20 | 13 | 13 | 14 | | | |
| District | 28 | 29 | 41 | 29 | 26 | 29 | 44 | 35 | 27 | 15 | 21 | 36 | 31 | 25 | 19 | | | | 9 | 13 | 20 | 13 | 13 | 14 | | | |
| State | 38 | 41 | 42 | 43 | 43 | 46 | 39 | 41 | 41 | 40 | 41 | 42 | 37 | 41 | 39 | | | | 38 | 42 | 31 | 34 | 35 | 35 | | | |
| Males | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 13 | 21 | 33 | 13 | 10 | 20 | 27 | 25 | 13 | 17 | 21 | 29 | 26 | 17 | 10 | | | | 8 | 13 | 18 | 13 | 6 | 6 | | | |
| District | 13 | 21 | 33 | 13 | 10 | 20 | 27 | 25 | 12 | 16 | 21 | 29 | 26 | 17 | 10 | | | | 8 | 13 | 19 | 13 | 6 | 6 | | | |
| State | 35 | 38 | 40 | 38 | 38 | 42 | 34 | 37 | 37 | 41 | 42 | 42 | 37 | 41 | 39 | | | | 41 | 45 | 33 | 36 | 36 | 36 | | | |
| Females | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 40 | 36 | 50 | 42 | 41 | 36 | 52 | 43 | 42 | 14 | 21 | 44 | 35 | 32 | 25 | | | | 10 | 13 | 23 | 13 | 23 | 23 | | | |
| District | 40 | 36 | 50 | 42 | 41 | 36 | 52 | 44 | 42 | 14 | 21 | 45 | 35 | 32 | 25 | | | | 10 | 13 | 23 | 13 | 23 | 23 | | | |
| State | 41 | 44 | 45 | 49 | 48 | 51 | 43 | 45 | 46 | 39 | 41 | 41 | 37 | 41 | 38 | | | | 34 | 41 | 30 | 31 | 33 | 33 | | | |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 18 | 14 | 36 | 20 | 16 | 22 | 38 | 29 | 13 | 10 | 9 | 28 | 20 | 18 | 3 | | | | 9 | 5 | 13 | 12 | 11 | 11 | | | |
| District | 18 | 14 | 36 | 20 | 16 | 22 | 37 | 30 | 13 | 11 | 9 | 28 | 20 | 18 | 3 | | | | 9 | 5 | 12 | 12 | 11 | 11 | | | |
| State | 22 | 26 | 27 | 28 | 28 | 31 | 22 | 25 | 26 | 26 | 28 | 28 | 23 | 27 | 27 | | | | 23 | 29 | 17 | 19 | 20 | 20 | | | |
| Hispanic | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 30 | 20 | 28 | 23 | 26 | 25 | 36 | 27 | 23 | 16 | 14 | 24 | 26 | 24 | 13 | | | | 5 | 10 | 17 | 8 | 15 | 15 | | | |
| District | 30 | 20 | 28 | 23 | 26 | 25 | 36 | 27 | 23 | 16 | 14 | 24 | 26 | 24 | 13 | | | | 5 | 10 | 17 | 8 | 15 | 15 | | | |
| State | 22 | 26 | 28 | 28 | 28 | 32 | 23 | 25 | 26 | 26 | 29 | 29 | 23 | 28 | 27 | | | | 23 | 28 | 17 | 20 | 21 | 21 | | | |
| Caucasian | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | * | 50 | 67 | 36 | * | 42 | * 50 | * | * 43 | 58 | 27 | * | 42 | | | | | | | 7 | * | * | 29 | * | | | |
| District | * | 50 | 67 | 36 | 0 | 41 | * 50 | 0 | * 43 | 59 | 27 | 0 | 42 | | | | | | | 7 | 0 | * | 29 | 0 | | | |
| State | 58 | 61 | 61 | 61 | 63 | 66 | 58 | 62 | 62 | 58 | 58 | 58 | 52 | 58 | 54 | | | | 55 | 60 | 47 | 51 | 52 | 52 | | | |
| English Learners | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 7 | 0 | * | * 0 | 0 | 0 | * * | * | * 0 | 0 | 0 | * | * 8 | 0 | | | | | | | * | * | * | * | * | | |
| District | 7 | 0 | 0 | * 0 | 0 | 0 | * 0 | 0 | 0 | 0 | 0 | 0 | * 8 | 0 | | | | | | | 0 | 0 | * | 0 | 0 | | |
| State | 7 | 8 | 9 | 9 | 9 | 10 | 6 | 6 | 6 | 13 | 14 | 14 | 11 | 13 | 13 | | | | 9 | 12 | 5 | 6 | 6 | 6 | | | |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

| CAT/6 Norm Referenced Test | | | | | | | | | | | | |
|---------------------------------|---------|----|----|----|----|----|------|----|----|----|----|----|
| % At or Above 50th Percentile | | | | | | | | | | | | |
| | Reading | | | | | | Math | | | | | |
| | 3 | | | 7 | | | 3 | | | 7 | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 |
| All Students | | | | | | | | | | | | |
| School | 33 | 17 | 36 | 41 | 33 | 29 | 44 | 42 | 55 | 43 | 25 | 29 |
| District | 33 | 17 | 36 | 41 | 33 | 29 | 44 | 42 | 55 | 43 | 25 | 29 |
| State | 36 | 37 | 38 | 46 | 46 | 47 | 55 | 55 | 56 | 49 | 50 | 47 |
| Males | | | | | | | | | | | | |
| School | 33 | 12 | 38 | 30 | 13 | 30 | 50 | 35 | 48 | 52 | 20 | 30 |
| Females | | | | | | | | | | | | |
| School | 33 | 21 | 35 | 50 | 50 | 29 | 42 | 47 | 61 | 35 | 29 | 29 |
| Socioeconomically Disadvantaged | | | | | | | | | | | | |
| School | 31 | 13 | 31 | 33 | 23 | 16 | 43 | 35 | 55 | 33 | 20 | 16 |
| Hispanic | | | | | | | | | | | | |
| School | 31 | 15 | 28 | 34 | 32 | 25 | 45 | 42 | 53 | 40 | 24 | 25 |
| Caucasian | | | | | | | | | | | | |
| School | * | * | * | 55 | * | 50 | * | * | * | 45 | * | 50 |
| English Learners | | | | | | | | | | | | |
| School | 14 | 14 | 17 | * | 15 | 0 | 36 | 36 | 33 | * | 8 | 0 |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Washington Colony Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



Percentage of Students in Healthy Fitness Zone

2006-07 Test Results

| | 5th Grade | 7th Grade |
|------------------|-----------|-----------|
| School | | |
| School Overall | 24.5% | 13.5% |
| School (Boys) | 27.8% | 8.3% |
| School (Girls) | 22.6% | 17.9% |
| District | | |
| District Overall | 24.5% | 13.5% |
| District (Boys) | 27.8% | 8.3% |
| District (Girls) | 22.6% | 17.9% |
| State | | |
| State Overall | 24.6% | 29.4% |
| State (Boys) | 22.4% | 27.2% |
| State (Girls) | 26.9% | 31.8% |

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

| API School Results | | | | |
|--|-------|-------|-------|-----------------------|
| | 04-05 | 05-06 | 06-07 | 2007 API Growth Score |
| Statewide Rank | 4 | 4 | 3 | |
| Similar Schools Rank | 6 | 4 | 4 | |
| All Students | | | | |
| Actual Growth | 3 | 8 | -5 | 702 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | 3 | 14 | -6 | 671 |
| Hispanic | | | | |
| Actual Growth | 3 | 10 | -5 | 679 |
| Caucasian | | | | |
| Actual Growth | -9 | 11 | 14 | 785 |
| English Learners | | | | |
| Actual Growth | - | -10 | 15 | 636 |

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.



Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| | School | | District | |
| Made AYP Overall | No | | No | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | No | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | N/A | |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | Not in PI |
| First Year in PI | 2001-2002 | - |
| Year in PI (2007-08) | Year 5 | - |
| # of Schools Currently in PI | - | 1 |
| % of Schools Identified for PI | - | 100.00% |

School Leadership

Leadership at Washington Colony Elementary is a responsibility shared between district/school administration, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 15 years, Dale Drew has led the District as the Superintendent/Principal. Mr. Drew has 34 years of experience in education. Craig Bowden serves as Assistant Principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: School Site Council, Instructional Program Support Team and Student Study Teams.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Additionally, the district offers three days for staff development annually where teachers are provided with a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development during the 2006-07 school year included English Language Development and standards-based instruction.

Governing Board Members

During the 2006/07 school year Washington Colony Elementary School District was governed by the following Board of Education Members:

Pete Mathew, President

Mark Aguilar, Clerk

Bob Dack, Member

Paul Demant, Member

Liz Faccinto, Member

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit any of the public libraries located in the city of Fresno, which contain numerous computer workstations.

Data Sources

Data within the SARC was provided by Washington Colony Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

