



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

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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.

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. The Washington Colony Parent Teacher Club is an active parent organization whose purpose is to assist the school board and administrators in school-wide projects. Additionally, parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	1.9%
American Indian	0.7%
Asian	3.5%
Caucasian	16.8%
Filipino	1.6%
Hispanic or Latino	73.8%
Pacific Islander	0.0%
Multiple or No Response	1.6%

Enrollment By Grade

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

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	46	63	49
1st	53	39	64
2nd	39	49	42
3rd	36	40	45
4th	52	40	45
5th	48	46	38
6th	53	47	48
7th	66	49	48
8th	55	63	49

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					
	06	07	08	06	07	08	06	07	08	06	07	08
By Grade Level												
K	15	21	20	3	1	2	-	2	-	-	-	-
1	18	20	18	3	1	3	-	1	-	-	-	-
2	20	17	20	2	3	2	-	-	-	-	-	-
3	18	20	21	2	1	-	-	1	2	-	-	-
4	26	20	23	-	2	-	2	-	2	-	-	-
5	24	23	19	-	-	2	2	2	-	-	-	-
6	27	24	22	-	-	1	2	2	1	-	-	-
K-3	-	-	19	-	-	1	-	-	-	-	-	-
By Subject Area												
English	-	21	-	-	3	-	-	1	-	-	-	-
Mathematics	28	29	23	-	-	1	5	2	1	1	-	-
Science	30	27	23	-	-	-	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

	2005-06	2006-07	2007-08
K	100%	33%	100%
1	100%	50%	100%
2	100%	100%	100%
3	100%	50%	0%

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.

Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	36	70	32	36	70	32
Suspension Rate	8.0%	16.1%	7.5%	8.0%	16.1%	7.5%
Expulsions	2	7	1	2	7	1
Expulsion Rate	0.4%	1.6%	0.2%	0.4%	1.6%	0.2%

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 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 Basketball. 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.

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 23 classrooms, 1 multipurpose room/cafeteria/library, 1 instructional center/reading lab, 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.

School Facility Conditions				
Date of Last Inspection: 08/28/2008				
Overall Summary of School Facility Conditions: Good				
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	Washington Colony Elementary School - South West playground - Need filler under swings and bars.
Overall Cleanliness	X			

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 2007-2008 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.

Teacher Assignment

Washington Colony Elementary recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Washington Colony Elementary had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	School				District
	School			District	
	05-06	06-07	07-08	07-08	
Fully Credentialed	24	24	26	26	
Without Full Credentials	0	0	0	0	
Working Outside Subject	0	0	0	0	

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 2007-08 school year, the most current data are reported.

Misassignments/Vacancies	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	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.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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
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 11, 2007, 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	Harcourt	2007	Yes
6th-8th	Science	Holt, Rinehart & Winston	2007	Yes

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$0
From Restricted Sources	\$0
From Unrestricted Sources	\$0
District	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	N/A

District Expenditures

Washington Colony Elementary spent an average of \$8,861 to educate each student, based on 2006-07 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.

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 V, Part A (Innovative Programs); AB 1113 (School Safety Block Grant); Economic Impact Aid; Peer Assistance and Review and Middle and High School Supplemental Counseling Program.

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 2006-07 financial statements).

Average Teacher Salaries

School & District	
School	\$52,273
District	
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	3.78%



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																		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08												
All Students																											
School	31	22	25	25	35	20	44	34	50	28	37	24	41	33	36	39	48	30	44	44	50	47	31	48	20	21	43
District	31	22	25	25	35	20	44	34	50	28	37	24	41	33	36	39	48	30	44	44	50	47	31	48	20	21	43
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	17	20	20	18	18	11	42	25	44	23	28	16	28	32	36	47	36	33	47	55	33	33	28	47	20	17	42
District	17	20	20	18	18	11	42	25	45	23	28	16	28	32	36	47	36	33	47	55	34	33	28	47	20	17	42
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	43	24	30	32	50	32	45	43	54	37	43	33	52	33	35	32	58	27	42	33	61	68	33	50	21	23	44
District	43	24	30	31	50	32	45	43	54	37	43	34	53	34	35	32	58	28	42	34	61	69	34	50	21	24	45
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	28	18	16	16	35	13	41	27	43	19	38	17	41	30	25	35	55	30	41	40	53	38	30	43	9	22	33
District	28	18	16	16	36	13	41	27	44	19	38	16	41	30	25	35	55	30	42	40	53	37	30	44	9	22	33
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Hispanic or Latino																											
School	27	14	22	19	32	13	46	32	45	13	39	21	43	27	33	42	50	26	46	46	52	31	34	54	9	21	38
District	26	13	23	19	33	13	46	33	45	12	40	21	43	27	34	43	50	26	47	46	52	31	34	55	9	21	38
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Caucasian																											
School	*	*	*	*	*	*	*	*	*	58	*	*	*	*	*	*	*	*	*	*	*	75	*	*	50	*	*
District	0	0	0	0	0	0	0	0	0	58	0	0	0	0	0	0	0	0	0	0	0	75	0	0	50	0	0
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
English Learners																											
School	7	17	12	14	6	15	25	18	12	13	0	0	21	33	23	36	28	42	30	47	29	25	13	33	0	0	8
District	7	16	12	14	6	16	25	18	12	12	0	0	21	33	23	36	28	43	30	48	30	25	13	33	0	0	8
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

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

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math			Science			Social Science											
	6	7	8	6	7	8	6	7	8	8											
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
All Students																					
School	29	41	37	26	29	28	35	27	31	21	36	21	25	19	50	9	13	28	13	14	6
District	29	41	37	26	29	28	35	27	31	21	36	21	25	19	50	9	13	28	13	14	6
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	21	33	24	10	20	24	25	13	25	21	29	29	17	10	46	8	13	21	13	6	8
District	21	33	24	10	20	24	25	12	25	21	29	29	17	10	46	8	13	21	13	6	8
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	36	50	45	41	36	35	43	42	36	21	44	17	32	25	58	10	13	36	13	23	4
District	36	50	45	41	36	35	44	42	36	21	45	17	32	25	59	10	13	36	13	23	4
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged																					
School	14	36	33	16	22	19	29	13	19	9	28	17	18	3	42	9	5	19	12	11	0
District	14	36	33	16	22	18	30	13	19	9	28	17	18	3	42	9	5	19	12	11	0
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
Hispanic or Latino																					
School	20	28	35	26	25	15	27	23	15	14	24	24	24	13	30	5	10	21	8	15	3
District	20	28	35	26	25	15	27	23	15	14	24	25	24	13	30	5	10	21	8	15	3
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
Caucasian																					
School	50	67	*	*	42	55	50	*	73	43	58	*	*	42	*	7	*	55	29	*	18
District	50	67	0	0	41	54	50	0	73	43	59	0	0	42	0	7	0	54	29	0	18
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53
English Learners																					
School	0	*	13	0	0	0	*	*	0	0	*	13	8	0	36	*	*	0	*	*	0
District	0	0	12	0	0	0	0	0	0	0	0	13	8	0	36	0	0	0	0	0	0
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	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.

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

2007-08 Test Results

	5th Grade	7th Grade
School		
School Overall	40.0%	25.0%
School (Boys)	47.1%	17.9%
School (Girls)	33.3%	35.0%
District		
District Overall	40.0%	25.0%
District (Boys)	47.1%	17.9%
District (Girls)	33.3%	35.0%
State		
State Overall	28.5%	32.9%
State (Boys)	25.5%	30.2%
State (Girls)	31.6%	35.7%

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



CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading						Math					
	3			7			3			7		
	06	07	08	06	07	08	06	07	08	06	07	08
All Students												
School	17	36	22	33	29	35	42	55	20	25	46	45
District	17	36	22	33	29	35	42	55	20	25	46	45
State	37	38	38	46	47	49	55	56	56	50	51	52
Males												
School	12	38	19	13	30	34	35	48	22	20	60	41
Females												
School	21	35	27	50	29	35	47	61	18	29	36	50
Socioeconomically Disadvantaged												
School	13	31	15	23	16	34	35	55	18	20	31	38
Hispanic or Latino												
School	15	28	13	32	25	24	42	53	15	24	34	30
Caucasian												
School	*	*	*	*	50	55	*	*	*	*	92	73
Students with Disabilities												
School	*	*	8	*	*	*	*	*	8	*	*	*
English Learners												
School	14	17	19	15	0	15	36	33	27	8	0	15

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

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

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	4	3	2	
Similar Schools Rank	4	4	2	
All Students				
Actual Growth	8	-5	-14	685
Socioeconomically Disadvantaged				
Actual Growth	14	-6	-23	645
Hispanic or Latino				
Actual Growth	10	-5	-31	645
Caucasian				
Actual Growth	11	14	37	818
English Learners				
Actual Growth	-10	15	-21	612



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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	No	Yes	No	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 (2008-09)	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 2007-08 school year included English Language Development and Research Based Instructional Strategies.

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.



