

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

202 N Sycamore, Mesa, AZ 85201

Mesa Unified District

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

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

#### Elementary Achievement Profile (a)

2003-04	Performing
2002-03	Performing
2001-02	Underperforming

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04	Met
2002-03	Met
2001-02	N/A

#### School Improvement Status (b)

2003-04	Out of Improvement
2002-03	Year 2
2001-02	N/A

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

### School Overview

Principal/Administrator : Dr. Ginny Emmons  
 Schedule : 7:30 AM to 4:00 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 880  
 Web Address :  
 Phone Number : (480) 472-4800  
 Fax Number : (480) 472-4888  
 E-mail : gmemmons@mpsaz.org

### Mission

Webster will provide an enriched academic environment in which students will achieve excellence as we model dignity and respect throughout the Webster community. Our teaching staff is committed to providing strong instructional delivery skills in a safe, caring and orderly learning environment. Parents and support staff play an important role in helping children to be successful in school.

### School / Academic Goals

- ü Webster teachers and staff are continually working to improve the math skills of our students by analyzing data and using effective teaching practices. Technology is also incorporated into our teaching program.
- ü Webster teachers and staff are continually working to improve the reading skills of our students by analyzing data and using effective teaching practices. Technology is also incorporated into our teaching program.
- ü Webster teachers and staff are continually working to improve the writing skills of our students by analyzing data and using effective teaching practices. Technology is also incorporated into our teaching program.

### Enrollment

October 1, 2003 School Year Student Enrollment : 879  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 112

Instructional Programs

- Ü Integrated Reading Instruction
- Ü Daily Writing Instruction
- Ü Computer Lab Instruction
- Ü Daily Oral Language

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

We take pride in providing a safe & orderly climate for our students. We hold high expectations for our students both academically and socially. We see our campus as a community of learners working toward a common goal of higher student achievement.

Parents

Parents bring their children to school ready to learn. Parents and school personnel communicate and work together to help each student achieve their personal best.

Transportation Policy

Busing is provided for every student who lives more than one mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation for special education students is addressed in IEPs.

School Honors

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

Award/Honor	Year
Ü NRPA Pacific SW Program Excellence	1997
Ü 8K Run Against Crime	1997
Ü Governor's Pride Award	1997
Ü 8K Run Against Crime	1998

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	125	5651	75509	96	98	100	496	532	521	20	9	13	29	19	23	33	33	33	18	39	31
All Students (Prior Year)	107	5599	75372	100	98	100	510	536	523	9	5	9	34	18	25	39	38	36	18	39	30
Female	73	2784	37013	97	98	100	500	534	522	15	9	12	32	19	24	33	34	33	20	39	31
Male	52	2859	38430	95	98	99	490	531	521	27	10	14	25	19	22	32	32	33	16	38	31
African American	11	218	3660	92	98	99	491	509	496	27	17	24	18	26	31	27	32	28	27	25	18
Hispanic	68	1862	30486	94	99	99	491	515	505	25	13	18	23	25	29	38	35	32	14	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	10	212	4075	100	98	100	495	504	486	11	19	28	44	28	34	33	31	26	11	23	12
White	30	3216	35192	100	98	99	504	544	534	13	6	8	40	15	19	23	32	35	23	46	39
Students with Disabilities	11	599	9708	73	100	100	433	484	489	67	35	32	22	28	27	11	21	24	0	15	17
Students without Disabilities	114	5052	65801	99	98	98	501	537	525	16	7	11	30	18	23	35	34	34	20	41	33
Limited English Proficient Students	52	1053	16928	100	100	100	482	506	485	30	17	29	30	27	33	30	33	26	11	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	108	2909	36411				492	514	503	20	14	19	31	24	29	36	34	32	13	27	20
Non-Economically Disadvantaged	17	2742	39040				521	550	534	19	5	8	19	14	19	13	32	34	50	50	39

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	125	5641	75492	96	98	100	504	522	519	20	11	12	23	14	16	45	48	47	13	27	24
All Students (Prior Year)	107	5584	75221	100	98	100	516	528	523	11	5	8	21	12	16	49	59	56	20	23	21
Female	73	2785	37014	97	98	100	509	526	523	17	9	10	20	13	15	47	49	48	17	29	27
Male	52	2850	38400	95	98	99	496	518	516	25	13	14	27	16	17	41	48	47	7	24	21
African American	11	218	3665	92	98	99	502	509	505	27	14	20	27	22	22	27	53	43	18	11	14
Hispanic	68	1851	30438	94	98	99	499	509	508	21	17	17	23	20	21	48	49	47	7	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	10	212	4081	100	98	100	501	505	498	22	20	25	11	22	26	67	45	40	0	13	8
White	30	3215	35177	100	98	99	511	530	528	17	7	8	27	11	13	33	48	49	23	34	31
Students with Disabilities	11	589	9707	73	98	100	456	487	495	89	43	33	11	18	21	0	30	33	0	9	13
Students without Disabilities	114	5052	65785	99	98	98	508	525	522	14	7	10	24	14	16	49	50	49	14	28	26
Limited English Proficient Students	52	1047	16905	100	100	100	495	499	489	24	25	34	27	24	28	38	40	32	11	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	108	2904	36302				501	510	507	21	16	18	24	19	21	44	49	46	11	15	14
Non-Economically Disadvantaged	17	2737	39164				519	534	528	13	5	8	13	10	13	50	48	48	25	37	31

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	123	5611	75053	95	98	99	555	578	597	9	10	7	15	14	12	75	68	72	1	7	9
All Students (Prior Year)	107	5503	73654	100	97	99	516	530	530	13	7	9	16	12	13	71	77	70	0	5	7
Female	73	2774	36872	97	98	99	577	604	621	6	6	5	12	11	9	80	73	74	2	10	12
Male	50	2831	38109	91	97	99	521	552	573	14	14	10	19	17	14	67	64	69	0	4	6
African American	11	216	3636	92	97	99	554	545	568	9	15	12	18	18	16	73	62	67	0	4	6
Hispanic	68	1847	30235	94	98	98	527	541	575	14	14	9	18	17	14	68	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	10	210	4044	100	97	99	576	548	550	0	15	13	11	16	17	89	65	66	0	3	4
White	28	3193	35028	93	97	99	596	599	613	4	8	6	11	12	10	82	70	73	4	10	11
Students with Disabilities	10	588	9625	67	98	100	442	489	530	38	33	21	25	23	21	38	42	55	0	2	4
Students without Disabilities	113	5023	65428	98	98	98	564	587	604	7	8	6	14	13	11	78	71	73	1	8	10
Limited English Proficient Students	52	1044	16765	100	100	100	515	524	525	16	16	17	19	20	20	65	63	60	0	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	107	2890	36077				556	542	566	8	14	10	15	17	16	76	65	69	1	3	5
Non-Economically Disadvantaged	16	2721	38950				549	613	618	20	6	5	13	11	9	67	71	73	0	12	12

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	113	5809	76019	96	99	100	484	514	499	21	9	14	48	34	39	7	13	14	23	44	33
All Students (Prior Year)	124	5726	76230	100	98	100	502	517	498	10	6	12	42	31	38	12	13	12	36	50	37
Female	59	2821	37207	98	99	100	490	514	499	15	8	12	57	35	41	2	13	14	26	44	33
Male	54	2979	38677	93	99	100	478	515	498	27	11	15	40	32	38	13	13	13	21	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	65	1790	29458	96	99	100	477	490	480	15	15	20	62	48	48	4	11	12	19	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	15	263	4735	94	100	100	460	476	466	47	27	28	33	41	49	7	11	10	13	21	13
White	27	3386	35880	100	98	100	507	529	515	22	5	7	26	26	32	15	14	16	37	55	45
Students with Disabilities	13	619	9786	81	100	100	432	460	457	67	40	39	33	39	40	0	7	7	0	14	13
Students without Disabilities	100	5190	66233	98	98	99	489	519	503	16	6	11	50	33	39	8	14	14	26	47	35
Limited English Proficient Students	47	972	15206	100	100	100	470	477	459	17	20	31	62	53	53	7	10	7	14	17	9
Migrant Students	NC	31	745				NC	475	473	NC	27	22	NC	35	53	NC	23	11	NC	15	15
Economically Disadvantaged	95	2753	35714				481	493	480	22	15	20	47	44	47	9	12	12	22	29	20
Non-Economically Disadvantaged	18	3056	40266				495	531	513	18	5	9	53	25	33	0	14	15	29	56	43

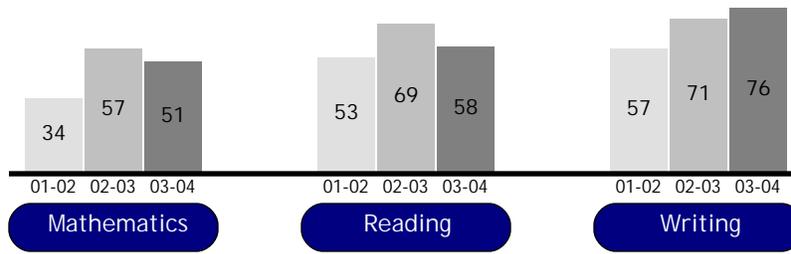
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	5803	76020	95	99	100	498	507	503	46	20	25	14	22	23	28	43	40	13	16	12
All Students (Prior Year)	123	5721	76202	99	98	100	516	510	505	8	11	19	18	21	24	58	53	46	16	14	11
Female	59	2820	37213	98	99	100	500	508	504	43	17	22	17	21	23	26	46	42	15	16	13
Male	53	2973	38666	91	99	100	496	505	501	49	22	29	11	22	22	30	41	38	11	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	65	1784	29442	96	99	99	495	496	494	49	33	37	17	26	26	30	34	31	4	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	15	263	4735	94	100	100	499	491	489	67	46	48	13	25	25	7	25	24	13	4	3
White	26	3386	35890	96	98	100	504	513	511	31	12	15	4	19	20	38	48	48	27	21	18
Students with Disabilities	12	617	9784	75	100	100	473	487	485	75	57	58	13	18	19	13	19	19	0	6	4
Students without Disabilities	100	5186	66236	98	98	99	501	509	504	43	16	23	14	22	23	29	45	42	14	17	13
Limited English Proficient Students	47	967	15198	100	100	100	490	490	483	55	43	59	14	28	25	28	25	14	3	4	1
Migrant Students	NC	31	743				NC	501	488	NC	54	50	NC	15	28	NC	23	19	NC	8	3
Economically Disadvantaged	95	2745	35703				497	497	494	51	31	37	12	26	26	27	36	31	10	8	6
Non-Economically Disadvantaged	17	3058	40274				505	514	509	19	11	17	25	18	20	31	49	47	25	21	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	110	5771	75673	93	98	100	474	530	530	29	15	12	37	25	25	34	56	58	0	5	4
All Students (Prior Year)	112	5622	74692	90	96	99	514	510	502	10	12	18	24	26	27	56	53	47	10	9	8
Female	58	2805	37099	97	98	100	486	549	548	26	10	8	32	22	22	43	62	64	0	6	6
Male	52	2956	38441	90	98	99	463	511	513	33	19	16	41	27	29	26	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	64	1776	29305	94	99	99	470	495	507	23	21	16	51	33	31	26	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	15	261	4707	94	99	100	461	486	492	27	23	19	40	33	33	33	43	46	0	1	1
White	26	3366	35760	96	98	99	492	549	550	35	11	9	15	20	21	50	62	64	0	7	6
Students with Disabilities	12	605	9706	75	100	100	409	444	462	63	48	36	25	24	32	13	25	31	0	2	1
Students without Disabilities	98	5166	65967	96	98	99	480	537	536	26	12	10	38	25	25	36	59	60	0	5	5
Limited English Proficient Students	45	961	15115	100	100	100	463	475	471	21	28	26	57	38	38	21	34	35	0	0	1
Migrant Students	NC	31	738				NC	478	488	NC	28	23	NC	32	33	NC	40	43	NC	0	1
Economically Disadvantaged	94	2731	35541				465	500	504	32	20	17	38	31	31	29	47	50	0	2	2
Non-Economically Disadvantaged	16	3040	40091				525	553	550	13	10	9	27	19	21	60	63	64	0	7	6

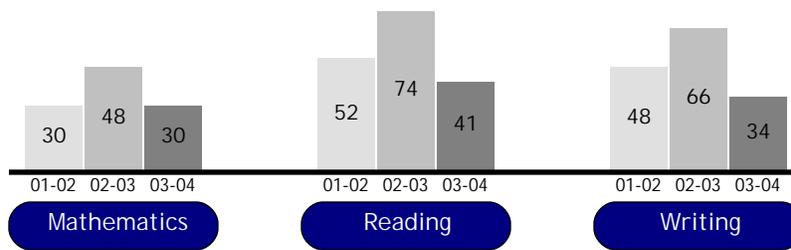
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2003-04

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. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**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 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 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.

**School Improvement - Year 1:**

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:**

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:**

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	25	51	44	81	39	61	50	90	35	NA	58
	Language	99	17	42	39	98	21	49	43	95	21	53	50
	Mathematics	98	28	57	52	95	36	67	57	96	41	71	64
3	Reading	100	25	50	43	95	41	57	47	95	38	NA	55
	Language	100	26	53	50	98	46	61	54	95	45	63	61
	Mathematics	99	25	55	50	98	51	64	54	90	47	66	61
4	Reading	99	34	51	47	94	35	62	52	82	50	NA	56
	Language	99	37	47	45	99	31	54	48	86	42	55	52
	Mathematics	99	39	59	52	96	42	68	57	84	51	68	61
5	Reading	100	43	51	46	98	54	59	50	94	47	NA	55
	Language	100	31	45	43	98	50	53	46	96	39	55	49
	Mathematics	100	40	63	54	96	60	68	57	96	48	71	63
6	Reading	100	38	56	49	94	41	62	53	88	51	NA	56
	Language	100	30	47	42	100	30	53	45	88	43	55	48
	Mathematics	100	52	71	58	99	47	75	62	89	61	76	66

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)
- 3 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü Homework Policy
- Ü Attendance
- Ü Dress Code

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	3.00	Teacher Aide	28.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	21	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	2	0	0
10 or more years	2	16	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	72
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center

Extracurricular Activities

- Ü Afterschool Sports Program
- Ü Pom & Cheer
- Ü Seasonal Schoolwide Activities
- Ü Band/Chorus

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Mobile classroom developed to meet the individual needs of the new students to Webster. A certified teacher and a full-time teacher's aide work with students to help them integrate successfully into Webster Elementary.
  
- ü Sheltered English Immersion classrooms to individually meet the needs of non-English speaking students.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	92	98	98	94
Retention Rate <sup>9</sup>	7	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	69	71
Grades 3-4	78	67
Grades 4-5	77	72
Grades 5-6	55	69

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

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

School Safety

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

All visitors on campus must check-in and get a visitor's badge. Any person on campus without a badge is stopped and directed to the office. Young students do not walk around campus alone. They are assigned a partner. Safety skills are taught.

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

0

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.

Contacts

	Name	Phone Number
School Site Council	David Finley	(480) 472-4800
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Peggy Morris	(480) 472-4855
School Nutrition Programs	Loretta Zullo	(480) 472-0900
Parent Organization	Cathy Rogers	(480) 472-4860
Student Health/Nurse	Linda Laramie	(480) 472-4852

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

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

DEFINITIONS:

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

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

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

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. 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. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

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

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 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 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

\*\* 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.