

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	Out of Improvement
2002-03	Year 2

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

### School Overview

Principal/Administrator : Dr. Ginny Emmons  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : Pre-K-6  
 2005 Enrollment : 898  
 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, 2004 School Year Student Enrollment : 933  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 115

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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

Our Webster parents play a crucial role in the education of their children. A positive working relationship between the home and school is cultivated from the very beginning. 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
• NRPA Pacific SW Program Excellence	1997
• 8K Run Against Crime	1997
• Governor's Pride Award	1997
• 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	5983	79306	98	99	99	444	454	445	9	6	10	17	15	18	53	53	51	20	26	20
All Students (Prior Year)	125	5651	75509	96	98	100	496	532	521	20	9	13	29	19	23	33	33	33	18	39	31
Female	51	2922	38691	96	99	99	447	454	446	5	5	10	14	16	18	60	53	52	21	25	20
Male	74	3060	40583	100	99	99	443	455	445	11	7	11	20	14	18	49	52	50	20	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	76	2187	32869	100	100	99	446	437	429	8	9	15	18	21	25	58	58	51	15	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	11	221	4264	100	98	100	427	437	419	14	9	19	14	27	30	71	54	45	0	10	6
White	24	3156	36197	92	99	99	435	468	463	10	4	5	20	10	11	30	49	53	40	37	31
Students with Disabilities	15	685	10321	100	100	100	356	377	389	42	25	30	33	29	27	25	37	34	0	9	9
Students without Disabilities	110	5298	69060	98	99	98	456	464	454	4	4	7	15	13	17	57	55	54	23	28	22
Limited English Proficient Students	29	703	15509	100	100	100	440	391	406	7	17	20	20	28	30	51	49	45	22	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	104	3051	39415	95	97	96	447	442	431	9	9	15	18	21	25	55	56	50	17	14	10
Non-Economically Disadvantaged	21	2932	39966	100	100	100	432	466	459	6	4	6	13	9	12	44	50	52	38	38	30

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	5986	79395	98	0	99	437	454	446	8	6	9	31	21	25	55	60	55	7	13	11
All Students (Prior Year)	125	5641	75492	96	98	100	504	522	519	20	11	12	23	14	16	45	48	47	13	27	24
Female	52	2926	38743	98	0	100	441	458	451	5	5	7	26	20	24	60	61	57	9	15	12
Male	73	3059	40618	99	0	99	435	450	440	10	7	11	34	23	27	51	58	53	5	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	76	2189	32915	100	0	99	434	433	426	11	10	15	30	32	35	56	53	47	3	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	11	220	4271	100	0	100	426	437	420	0	8	15	57	33	42	43	56	41	0	3	2
White	24	3158	36221	92	0	99	434	469	465	5	3	4	30	14	15	45	64	63	20	20	17
Students with Disabilities	15	684	10331	100	0	100	356	375	388	33	21	25	50	40	37	8	34	34	8	5	4
Students without Disabilities	110	5302	69139	98	0	99	448	464	454	4	4	7	28	19	24	61	63	58	7	15	11
Limited English Proficient Students	28	703	15545	100	0	100	427	382	399	17	18	21	24	43	42	50	36	35	10	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	104	3052	39484	95	0	96	440	440	429	8	9	14	30	30	35	57	55	47	5	6	4
Non-Economically Disadvantaged	21	2934	39986	100	0	100	422	466	461	6	2	4	35	13	16	41	64	63	18	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	123	5935	78869	97	98	99	430	442	442	8	6	6	27	21	21	61	62	63	4	12	10
All Students (Prior Year)	123	5611	75053	95	98	99	555	578	597	9	10	7	15	14	12	75	68	72	1	7	9
Female	53	2903	38536	100	99	99	442	458	458	5	4	4	28	14	15	58	65	67	9	16	14
Male	70	3031	40302	95	98	99	421	425	428	10	8	8	27	26	26	63	58	60	0	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	74	2160	32606	97	98	98	423	419	426	9	9	8	32	29	27	55	57	60	3	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	10	216	4245	91	96	100	435	426	423	14	8	9	0	30	26	86	55	61	0	8	4
White	25	3142	36078	96	98	99	426	457	459	5	4	4	25	15	16	65	65	66	5	16	14
Students with Disabilities	15	676	10246	100	100	100	313	347	367	42	18	18	42	40	39	8	37	40	8	5	4
Students without Disabilities	108	5259	68697	96	98	98	445	454	454	3	4	4	25	18	18	68	65	67	3	13	11
Limited English Proficient Students	27	687	15339	96	100	100	403	366	399	14	15	11	31	35	31	45	48	54	10	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	102	3015	39106	93	96	95	432	426	427	8	8	8	28	28	28	60	59	59	3	5	5
Non-Economically Disadvantaged	21	2920	39837	100	100	100	419	457	457	6	4	4	24	13	14	65	64	67	6	19	15

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	120	5594	78906	100	99	99	440	509	498	23	8	13	18	15	19	50	50	48	9	26	20
All Students (Prior Year)	113	5809	76019	96	99	100	484	514	499	21	9	14	48	34	39	7	13	14	23	44	33
Female	64	2679	38644	97	99	99	457	507	500	24	8	12	19	16	19	56	51	49	2	25	19
Male	56	2915	40236	100	99	99	421	510	497	21	8	15	17	15	19	45	50	46	17	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	67	1921	31938	96	100	99	435	486	481	29	13	19	21	23	25	45	51	46	5	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	19	237	4593	100	100	100	508	479	467	7	19	26	14	24	29	64	48	39	14	9	6
White	24	3081	36483	100	98	99	409	525	517	14	4	7	19	10	13	48	50	51	19	36	30
Students with Disabilities	20	650	10664	95	100	100	201	417	430	58	33	42	16	26	27	21	33	26	5	7	5
Students without Disabilities	100	4944	68310	100	98	98	495	521	509	15	5	9	18	14	18	57	53	51	10	29	22
Limited English Proficient Students	27	560	12573	100	100	100	319	427	454	29	23	27	23	31	30	45	41	38	3	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	91	2737	38679	88	95	96	485	495	483	23	13	20	18	21	25	51	50	45	8	15	10
Non-Economically Disadvantaged	29	2857	40295	100	100	100	294	520	513	21	4	7	17	9	13	50	51	50	13	36	30

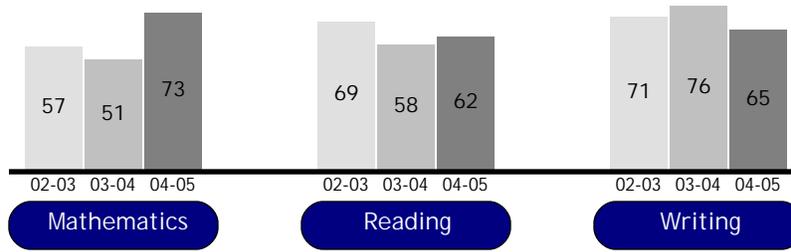
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	5599	78908	100	0	99	429	491	484	13	6	10	33	19	23	50	63	58	5	12	9
All Students (Prior Year)	112	5803	76020	95	99	100	498	507	503	46	20	25	14	22	23	28	43	40	13	16	12
Female	64	2681	38648	97	0	99	449	494	489	11	5	8	37	18	22	48	64	61	4	12	10
Male	56	2918	40233	100	0	99	407	489	479	15	7	12	28	20	25	51	61	55	6	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	67	1925	31940	96	0	99	425	470	465	19	12	16	36	30	32	40	53	49	5	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	19	238	4569	100	0	100	494	469	457	0	11	18	29	31	39	71	56	41	0	3	2
White	24	3082	36502	100	0	99	400	507	502	5	3	4	29	12	14	57	69	67	10	17	15
Students with Disabilities	20	651	10665	95	0	100	199	409	423	42	21	30	32	38	36	16	38	31	11	4	2
Students without Disabilities	100	4948	68312	100	0	98	483	502	493	6	4	7	33	17	21	57	66	62	4	13	10
Limited English Proficient Students	27	559	12556	100	0	100	304	408	436	23	22	24	45	43	40	26	32	35	6	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	91	2742	38662	88	0	96	474	479	468	13	10	16	35	28	32	48	56	49	4	5	3
Non-Economically Disadvantaged	29	2857	40315	100	0	100	286	502	498	13	2	5	25	11	15	54	68	66	8	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	5524	78750	98	98	99	450	500	500	6	5	6	31	28	29	60	63	63	3	3	2
All Students (Prior Year)	110	5771	75673	93	98	100	474	530	530	29	15	12	37	25	25	34	56	58	0	5	4
Female	64	2649	38586	97	98	99	480	514	515	4	4	4	30	21	22	67	70	71	0	4	3
Male	54	2874	40135	100	98	99	415	488	486	9	7	8	32	35	35	53	56	56	6	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	67	1884	31841	96	98	99	449	479	483	5	8	8	36	37	36	55	54	55	3	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	17	231	4586	100	97	100	505	481	481	7	10	8	14	34	37	79	53	54	0	2	1
White	24	3058	36440	100	98	99	406	514	516	5	4	3	33	23	22	57	69	71	5	4	4
Students with Disabilities	20	642	10622	95	100	100	194	390	415	21	22	21	53	48	50	11	26	28	16	4	1
Students without Disabilities	98	4882	68196	99	97	98	509	515	513	2	3	3	26	26	25	72	68	69	0	3	3
Limited English Proficient Students	27	541	12504	100	100	100	318	407	451	13	17	12	39	48	44	39	33	43	10	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	90	2686	38558	87	93	96	497	486	485	4	9	8	34	37	37	62	53	54	0	1	1
Non-Economically Disadvantaged	28	2838	40260	100	100	100	297	513	514	13	3	3	21	21	21	54	71	72	13	5	4

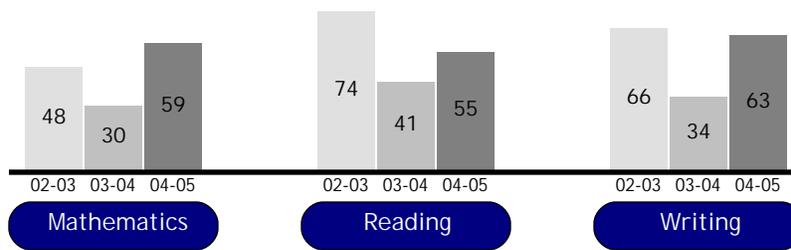
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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 2004-05

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

AYP Determination	Met Percent Tested?	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 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	81	39	61	50	90	35	NA	58	93	32	50	47
	Language	98	21	49	43	95	21	53	50	93	28	49	47
	Mathematics	95	36	67	57	96	41	71	64	90	36	54	50
3	Reading	95	41	57	47	95	38	NA	55	98	41	50	44
	Language	98	46	61	54	95	45	63	61	98	36	49	44
	Mathematics	98	51	64	54	90	47	66	61	98	48	55	51
4	Reading	94	35	62	52	82	50	NA	56	93	43	52	48
	Language	99	31	54	48	86	42	55	52	93	43	52	49
	Mathematics	96	42	68	57	84	51	68	61	93	46	59	53
5	Reading	98	54	59	50	94	47	NA	55	92	43	55	50
	Language	98	50	53	46	96	39	55	49	92	41	55	50
	Mathematics	96	60	68	57	96	48	71	63	92	42	54	49
6	Reading	94	41	62	53	88	51	NA	56	89	44	58	51
	Language	100	30	53	45	88	43	55	48	89	38	54	47
	Mathematics	99	47	75	62	89	61	76	66	89	49	62	52

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

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

School Site Council

Council Composition

- 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 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	47.00
Other Professional Staff	4.00	Teacher Aide	21.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

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

School Achievements/Accomplishments 2004-05

- ü Mobility 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	19	12	12	17
Transfers In Rate <sup>6</sup>	50	28	28	37
Stability Rate <sup>7</sup>	80	87	87	82
Promotion Rate <sup>8</sup>	93	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	3	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

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 for school year 2004-05 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.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Ginny Emmons	(480) 472-4800
Transportation Policy	Community Relations	(480) 472-4820
Community Resources	Peggy Morris	(480) 472-4855
School Nutrition Programs	Loretta Zullo	(480) 472-0900
Parent Organization	Jennifer Schultz	(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.

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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

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