

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

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

School Overview

Principal/Administrator : Dr. Ginny Emmons
 Schedule : 07:30 AM to 04:30 PM
 Grades : Pre-K-6
 Web Address : www.mpsaz.org/webster
 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. We believe parents and support staff play an important role in helping children to be successful in school.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	Out of Improvement

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

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.
- ü Webster teachers and staff believe it is important to develop positive character traits among our students. We have implemented a schoolwide character education program and model those character traits on a daily basis.

Enrollment

October 1, 2005 School Year Student Enrollment : 925
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 115

Instructional Programs

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

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
Ü Rodel Teacher Award for Excellence in the Classroom	2005
Ü Classified Employee of the Month	2005
Ü Reading Record in School Matters	2005
Ü Strahmore's 'Who's Who in Education'	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	5547	80010	99	98	99	443	453	447	8	8	10	21	16	18	55	56	53	16	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2719	38935	97	98	99	446	452	447	11	8	9	16	17	19	54	56	55	19	19	17
Male	55	2828	40974	100	98	98	442	453	448	5	8	11	24	15	18	56	55	52	15	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	55	2182	34545	98	98	99	436	434	432	7	12	14	24	23	24	56	56	53	13	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	14	226	3979	100	97	96	441	436	424	7	14	17	21	23	30	57	51	47	14	11	6
White	16	2783	35142	100	98	99	483	469	465	6	4	5	6	9	11	50	55	56	38	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	84	4902	69849	99	99	100	446	457	451	6	5	7	19	14	17	57	58	56	18	22	19
Limited English Proficient Students	35	877	14013	97	97	97	422	415	413	9	20	24	37	33	34	51	44	39	3	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	77	3005	39029	99	97	98	445	437	432	8	11	14	21	22	25	55	57	52	17	10	9
Non-Economically Disadvantaged	15	2542	40981	100	99	100	436	472	462	7	4	6	20	9	13	60	54	54	13	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	5457	79438	97	97	98	444	457	451	13	7	9	27	21	24	52	60	56	8	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	2686	38775	97	97	99	459	463	457	16	5	7	5	19	22	65	62	58	14	14	13
Male	53	2770	40560	96	96	97	433	452	446	11	8	12	42	23	25	43	58	54	4	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	55	2140	34297	98	96	98	433	437	434	16	11	14	31	31	31	47	54	50	5	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	12	218	3940	86	94	95	444	443	429	NA	10	14	25	27	36	75	57	47	NA	6	3
White	16	2744	34887	100	97	98	488	475	471	13	3	4	13	13	15	56	65	63	19	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	84	4900	69850	99	99	100	445	461	456	11	5	7	27	20	23	54	62	59	8	13	12
Limited English Proficient Students	35	846	13856	97	93	96	415	411	407	23	22	27	40	44	43	37	34	29	NA	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	76	2946	38685	97	95	97	444	441	435	14	10	14	24	29	32	54	55	50	8	5	5
Non-Economically Disadvantaged	14	2511	40753	93	98	99	441	477	467	7	3	5	43	12	16	43	65	62	7	20	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	92	5524	79971	99	98	99	400	415	423	18	8	8	29	46	41	50	44	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	2715	38974	100	98	99	406	429	437	18	5	5	16	40	33	66	53	57	NA	2	4
Male	54	2808	40895	98	97	98	395	402	410	19	11	10	39	53	47	39	35	41	4	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	55	2166	34481	98	97	99	389	399	410	24	12	10	24	53	46	51	35	43	2	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	14	224	3995	100	97	96	377	403	409	21	11	10	36	50	47	43	38	42	NA	0	1
White	16	2779	35150	100	98	99	446	429	437	6	5	5	38	41	35	50	52	56	6	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	85	4879	69713	100	99	100	405	420	429	16	6	5	28	45	39	53	46	52	2	2	3
Limited English Proficient Students	35	865	13985	97	95	97	363	371	382	29	22	18	37	56	54	34	22	27	NA	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	77	2986	38994	99	97	98	399	401	409	18	11	10	31	52	47	48	36	41	3	1	1
Non-Economically Disadvantaged	15	2538	40977	100	99	100	402	432	437	20	4	5	20	40	34	60	53	56	NA	3	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	5739	80147	100	98	99	485	498	482	9	6	11	13	13	17	56	48	49	22	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	2849	39281	98	99	99	485	498	483	12	5	9	5	13	17	65	49	50	18	33	24
Male	67	2889	40780	100	98	98	485	497	482	6	7	12	19	12	17	49	48	48	25	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	71	2106	33494	100	98	99	484	479	466	7	9	15	13	18	23	58	55	49	23	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	13	239	4117	100	98	96	456	472	456	23	10	19	8	25	27	69	50	46	NA	15	8
White	28	2998	36122	97	98	99	494	514	501	11	4	5	14	8	10	50	44	50	25	44	35
Students with Disabilities	18	657	10295	100	90	92	431	451	443	39	25	33	22	27	26	39	38	33	NA	10	8
Students without Disabilities	106	5082	69852	100	99	100	491	503	488	4	4	7	11	11	16	59	50	51	25	35	26
Limited English Proficient Students	29	640	12722	100	96	97	455	449	441	17	19	27	21	31	33	59	45	37	3	5	3
Migrant Students	NC	37	622	NC	100	97	NC	465	454	NC	19	19	NC	27	30	NC	38	43	NC	16	8
Economically Disadvantaged	98	2944	38371	99	97	97	482	480	465	9	9	15	12	18	23	59	52	49	19	20	13
Non-Economically Disadvantaged	26	2795	41776	100	99	100	498	516	498	8	3	6	15	7	11	46	45	49	31	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	5655	79686	98	97	98	464	478	470	11	7	11	30	21	24	54	61	57	6	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	2823	39163	97	98	99	467	482	475	14	6	9	25	19	22	50	63	60	11	12	10
Male	66	2831	40438	100	96	97	462	474	465	8	9	13	33	22	25	58	60	54	2	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	70	2071	33299	100	96	98	457	458	452	11	12	17	29	30	32	57	54	47	3	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	13	236	4087	100	97	96	444	454	446	23	10	16	38	40	38	38	49	44	NA	1	2
White	27	2959	35914	93	97	98	482	495	489	4	3	5	30	13	15	59	67	67	7	17	14
Students with Disabilities	16	571	9808	89	78	87	429	440	432	19	25	35	56	35	32	19	35	30	6	5	3
Students without Disabilities	106	5084	69878	100	99	100	468	482	475	9	5	8	25	19	23	59	64	61	6	12	9
Limited English Proficient Students	28	617	12594	97	93	96	426	425	422	32	31	34	43	46	45	25	23	21	NA	0	0
Migrant Students	NC	34	611	NC	92	95	NC	448	439	NC	18	22	NC	44	39	NC	35	37	NC	3	2
Economically Disadvantaged	96	2879	38095	97	95	97	460	462	452	13	11	17	26	29	32	56	55	48	5	5	3
Non-Economically Disadvantaged	26	2776	41591	100	98	99	479	495	486	4	3	6	42	13	16	46	67	65	8	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	5728	80372	100	98	99	473	476	475	2	3	4	31	31	30	65	64	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	2841	39452	98	99	99	481	487	488	4	2	3	21	22	22	74	73	72	2	3	3
Male	67	2887	40836	100	98	98	466	464	464	1	4	6	40	39	37	57	56	56	1	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	71	2102	33608	100	98	99	467	460	462	4	6	6	34	38	36	61	55	57	1	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	13	239	4128	100	98	97	475	462	464	NA	3	4	38	48	39	62	49	56	NA	NA	1
White	28	2995	36213	97	98	99	482	487	489	NA	2	2	29	24	22	68	72	72	4	3	3
Students with Disabilities	18	651	10526	100	89	94	438	428	427	6	13	15	67	53	53	17	32	31	11	2	1
Students without Disabilities	106	5077	69846	100	99	100	477	481	482	2	2	3	25	28	26	73	68	69	NA	2	2
Limited English Proficient Students	29	637	12747	100	96	97	443	421	432	7	16	12	55	52	52	38	32	36	NA	NA	0
Migrant Students	NC	37	621	NC	100	97	NC	450	452	NC	14	9	NC	38	40	NC	49	51	NC	NA	0
Economically Disadvantaged	98	2941	38521	99	97	98	471	462	461	3	5	6	29	38	38	67	56	55	1	1	1
Non-Economically Disadvantaged	26	2787	41851	100	99	100	477	491	489	NA	1	3	42	23	22	54	73	72	4	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	142	5603	79306	100	98	99	492	518	504	18	9	13	23	15	20	46	50	49	12	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	2724	38845	100	98	99	496	518	505	17	8	11	23	16	20	46	51	50	14	26	18
Male	72	2879	40383	99	97	98	487	517	504	19	10	14	24	14	19	47	50	47	10	26	19
African American	15	240	4171	100	98	98	481	494	485	33	15	20	27	23	26	27	50	44	13	12	10
Hispanic	73	2000	32673	100	98	99	489	496	487	18	14	18	21	22	25	52	52	46	10	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	14	232	4034	100	98	97	485	493	479	14	15	22	43	27	29	36	48	43	7	10	7
White	35	2974	36234	100	98	99	499	535	523	17	4	6	23	9	13	46	49	52	14	37	28
Students with Disabilities	26	622	10286	100	87	91	450	469	462	50	32	41	27	27	27	23	34	27	NA	7	5
Students without Disabilities	116	4981	69020	100	99	100	498	523	510	11	6	9	22	14	18	52	52	52	15	28	21
Limited English Proficient Students	25	601	10291	100	95	96	459	462	458	32	34	38	32	33	34	36	31	26	NA	3	2
Migrant Students	NC	33	630	NC	100	95	NC	486	478	NC	27	24	NC	18	27	NC	48	43	NC	6	6
Economically Disadvantaged	119	2874	37437	99	97	97	486	499	486	19	13	19	24	21	26	50	51	46	7	14	9
Non-Economically Disadvantaged	23	2729	41869	100	98	100	523	538	521	13	4	7	17	9	14	30	49	51	39	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	5547	79000	99	97	98	475	496	489	16	7	10	32	20	24	47	62	58	5	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	2710	38774	100	98	99	481	501	494	14	5	7	26	19	22	54	63	61	6	12	10
Male	72	2837	40150	99	96	98	468	492	485	18	9	12	38	21	25	40	61	55	4	9	8
African American	15	238	4153	100	97	98	477	481	476	20	11	13	33	24	30	40	61	53	7	4	4
Hispanic	72	1963	32508	99	96	98	473	476	472	14	12	15	35	31	33	47	53	49	4	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	14	228	4016	100	97	96	465	474	467	14	11	14	29	32	37	57	54	46	NA	4	2
White	35	2962	36135	100	97	98	477	513	508	23	3	4	29	12	14	43	69	67	6	16	15
Students with Disabilities	26	569	9991	100	79	88	436	456	449	42	22	33	38	36	36	19	39	29	NA	3	2
Students without Disabilities	115	4978	69009	99	99	100	481	500	495	10	5	6	30	19	22	53	65	62	6	12	10
Limited English Proficient Students	24	573	10199	96	91	95	442	441	439	29	33	35	54	46	47	17	20	18	NA	1	0
Migrant Students	NC	33	629	NC	100	95	NC	456	457	NC	24	22	NC	42	41	NC	33	37	NC	NA	1
Economically Disadvantaged	118	2829	37234	98	96	97	472	478	472	18	11	15	32	29	33	46	55	50	4	4	3
Non-Economically Disadvantaged	23	2718	41766	100	98	99	490	515	505	9	2	5	30	11	16	52	69	65	9	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	139	5609	79611	98	98	99	476	490	496	12	7	7	44	43	37	43	50	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	2732	39016	99	98	99	498	505	511	4	4	4	34	34	29	60	61	66	1	1	1
Male	71	2877	40519	97	97	98	454	476	482	18	9	10	54	51	44	27	40	46	1	1	0
African American	15	236	4188	100	96	98	460	480	486	20	9	9	33	45	40	40	44	50	7	2	0
Hispanic	70	2001	32855	96	98	99	469	470	481	11	11	10	49	51	43	40	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	14	231	3992	100	98	96	491	477	478	7	8	10	43	52	46	50	40	44	NA	NA	0
White	35	2984	36380	100	98	99	486	504	511	11	4	4	43	36	30	43	59	65	3	1	1
Students with Disabilities	26	639	10664	100	89	94	442	437	440	23	21	23	54	56	54	15	20	22	8	4	1
Students without Disabilities	113	4970	68947	97	99	100	482	496	504	9	5	4	42	41	34	50	54	61	NA	0	1
Limited English Proficient Students	22	599	10362	88	95	97	441	415	438	18	30	22	55	56	57	27	14	21	NA	0	NA
Migrant Students	NC	32	636	NC	97	96	NC	439	467	NC	25	14	NC	56	47	NC	19	38	NC	NA	0
Economically Disadvantaged	116	2874	37626	97	97	98	476	472	479	11	10	10	47	51	45	41	38	45	2	1	0
Non-Economically Disadvantaged	23	2735	41985	100	99	100	476	508	511	13	3	4	30	34	30	57	63	65	NA	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	5505	79327	98	98	98	521	531	518	15	12	19	21	16	20	53	50	46	11	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	2626	38961	100	98	98	519	532	520	11	11	16	26	17	20	54	51	48	8	21	16
Male	56	2875	40295	97	98	97	523	531	516	18	13	21	16	16	19	52	48	44	14	23	16
African American	10	215	4247	91	97	98	NA	504	499	NA	24	27	NA	25	24	NA	41	41	NA	10	8
Hispanic	60	1926	32327	98	98	98	515	510	499	17	18	27	23	23	25	48	49	41	12	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	20	240	4391	100	95	96	531	502	489	20	25	32	5	23	27	60	44	36	15	8	4
White	25	2984	36373	100	99	98	535	549	538	4	7	10	24	11	14	60	51	52	12	31	25
Students with Disabilities	16	587	9321	100	89	87	453	473	467	44	44	54	19	23	22	38	27	21	NA	5	3
Students without Disabilities	101	4918	70006	98	99	100	526	537	524	10	8	14	22	15	19	55	53	49	13	24	18
Limited English Proficient Students	23	525	9431	96	95	95	494	475	466	22	40	53	22	30	27	57	29	18	NA	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	99	2687	37097	99	97	97	521	511	498	15	18	27	19	21	25	54	49	41	12	11	7
Non-Economically Disadvantaged	18	2818	42230	95	99	99	519	550	535	11	6	11	33	11	15	50	50	50	6	32	24

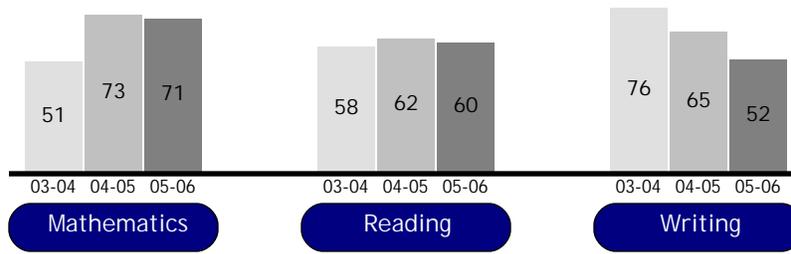
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	5447	79501	96	97	98	494	506	497	7	6	10	31	20	25	58	68	60	4	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	2606	39062	98	98	99	496	510	502	7	5	8	28	19	23	62	70	64	3	6	5
Male	54	2837	40368	93	97	98	492	503	491	7	8	13	33	22	27	54	66	57	6	5	3
African American	10	214	4279	91	97	99	NA	492	485	NA	11	14	NA	30	30	NA	56	54	NA	3	2
Hispanic	58	1887	32389	95	96	98	483	488	478	7	10	16	41	31	34	48	58	48	3	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	20	234	4401	100	93	96	497	482	473	10	11	17	20	36	40	65	50	43	5	2	1
White	24	2973	36446	96	98	99	519	521	516	NA	4	4	17	12	15	75	76	73	8	8	7
Students with Disabilities	14	532	9411	88	80	88	468	461	453	21	28	36	29	34	36	36	34	26	14	4	1
Students without Disabilities	100	4915	70090	97	99	100	495	510	502	5	4	7	31	19	24	61	72	65	3	6	5
Limited English Proficient Students	21	496	9401	88	90	94	455	450	443	14	28	40	57	51	46	24	20	14	5	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	96	2646	37183	96	96	97	492	489	479	5	10	16	35	29	34	57	59	49	2	2	1
Non-Economically Disadvantaged	18	2801	42318	95	98	99	509	522	513	17	3	5	6	12	17	61	76	70	17	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	5492	80000	97	98	99	565	565	564	2	3	3	9	10	11	80	77	75	9	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	2626	39288	98	98	99	580	580	579	NA	2	2	5	5	6	85	78	77	10	15	16
Male	56	2862	40644	97	97	98	548	552	549	4	4	4	14	14	15	75	76	74	7	6	7
African American	10	218	4307	91	99	99	NA	550	551	NA	6	4	NA	11	13	NA	75	75	NA	8	7
Hispanic	59	1917	32672	97	97	99	561	548	548	2	4	4	14	13	14	75	77	76	10	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	20	240	4424	100	95	97	573	546	549	NA	4	3	10	15	14	85	77	77	5	5	5
White	25	2977	36602	100	98	99	563	578	579	NA	2	2	4	8	7	84	77	75	12	14	16
Students with Disabilities	16	585	9919	100	88	93	497	497	505	6	11	9	38	34	35	38	51	54	19	5	2
Students without Disabilities	100	4907	70081	97	99	100	570	572	571	1	2	2	5	7	7	87	80	79	7	11	12
Limited English Proficient Students	22	517	9571	92	93	96	517	490	502	5	14	10	18	29	29	68	56	60	9	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	99	2675	37534	99	97	98	564	547	547	1	4	4	10	14	15	81	77	76	8	5	5
Non-Economically Disadvantaged	17	2817	42466	89	99	100	573	582	578	6	1	2	6	7	7	76	77	75	12	15	16

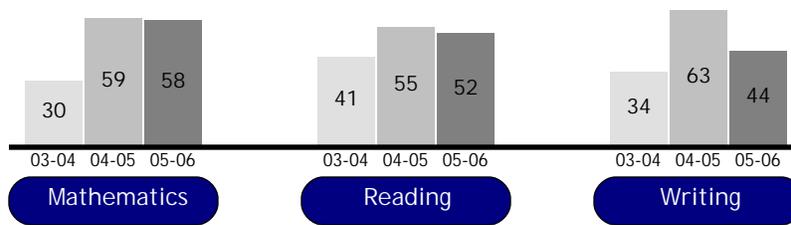
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	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	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	35	NA	58	93	32	50	47	98	27	50	46
	Language	95	21	53	50	93	28	49	47	98	22	50	48
	Mathematics	96	41	71	64	90	36	54	50	98	28	56	52
3	Reading	95	38	NA	55	98	41	50	44	95	32	52	46
	Language	95	45	63	61	98	36	49	44	98	37	48	46
	Mathematics	90	47	66	61	98	48	55	51	97	46	56	52
4	Reading	82	50	NA	56	93	43	52	48	95	44	58	52
	Language	86	42	55	52	93	43	52	49	97	50	58	52
	Mathematics	84	51	68	61	93	46	59	53	97	54	67	58
5	Reading	94	47	NA	55	92	43	55	50	94	46	61	56
	Language	96	39	55	49	92	41	55	50	94	39	59	54
	Mathematics	96	48	71	63	92	42	54	49	94	39	59	52
6	Reading	88	51	NA	56	89	44	58	51	89	52	63	56
	Language	88	43	55	48	89	38	54	47	91	46	58	50
	Mathematics	89	61	76	66	89	49	62	52	91	61	68	58

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

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

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 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	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	49
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Media Center

Extracurricular Activities

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

Social Services

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

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 Webster teachers use Sheltered English Immersion strategies to individually meet the needs of non-English speaking students.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

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 2005-06 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	David Monk	(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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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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.