

Franklin Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

1753 E. 8th Avenue, Mesa, AZ 85204

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 *

Highly Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. B. Gayle Householder
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2003 Enrollment : 803
Web Address : www.mpsaz.org
Phone Number : (480) 472-6500
Fax Number : (480) 472-6488
E-mail : bghouseh@mpsaz.org

Mission

Franklin is a traditional school, built upon parental input. The philosophy emphasizes the teaching of basic skills while instilling a sense of pride/respect in a structured environment. Students are challenged to complete high academic standards.

School / Academic Goals

ü Students will continue to perform at a high rate on all state testing.

ü Students will continue to perform at a high rate on the Skills Mastery criterion-referenced tests in reading, language and math.

Instructional Programs

- ü Alternative Education
- ü Basic Education Skill Oriented
- ü Continuity of Curriculum
- ü Traditional Instructional Strategy

Enrollment

October 1, 2002 School Year Student Enrollment : 789
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 803

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 5 hours 45 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 9 Teacher(s)
- 12 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü Textbook Selection
- ü Instructional Strategies
- ü Student Discipline
- ü School Safety Issues
- ü Parent Orientation

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	1.00	Teacher Aide	15.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	4	2	0	0
7 to 9 years	2	0	0	0
10 or more years	11	17	0	0

Shared Responsibilities

School

Franklin East has a structured, orderly atmosphere to ensure that respect, courtesy and cheerfulness are factors that dominate campus atmosphere. Teachers follow a 7 step instructional process while individual needs are met in after school tutoring.

Parents

Parents are responsible for being punctual in transporting their children to and from school. Parents support the total school program through committee work, as well as volunteering in the classrooms. Parent direction is counted on through the PTO.

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Two Computer Labs

Extracurricular Activities

- ü Before/After School Tutoring
- ü City of Mesa Sponsored Sports
- ü Band/Orchestra
- ü Accelerated Math Club

Social Services

- ü Literacy Classes
- ü Adult Education
- ü Lunch Program
- ü Health Services

Transportation Policy

Franklin School provides limited busing service to students living beyond walking distance from the school. Parents are responsible for their children getting to and from school.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Franklin East met all School Incentive Goals based on the third and fifth grade AIMS results and the second, fourth, and sixth grade Stanford 9 Test results.
- ü Franklin East Students were monitored using monthly assessments in the areas of spelling, comprehension, math facts, and phonics while showing continuous growth.

School Honors

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

Award/Honor	Year
ü Winner - AZ Diamondbacks SAFE KID Helmet Design Contest	2003
ü District 6th Grade Spelling Finalist	2003
ü Franklin Orchestra Selected to Perform at AMEA	2003
ü 3rd, 5th, 6th, Grade District Writing Contest Winners	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	16	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	2	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	53	71
Grades 3-4	87	96
Grades 4-5	77	95
Grades 5-6	85	86

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 2002-03. 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 2003. 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. 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).

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	104	5599	75372	98	98	101	549	536	523	1	5	9	16	18	25	33	38	36	50	39	30
All Students (Prior Year)	102	5637	70809	NA	NA	NA	551	529	518	2	6	11	11	21	27	37	37	35	50	36	27
Female	54	2725	36901	100	99	101	548	536	524	0	5	8	19	19	25	35	38	36	46	39	31
Male	50	2874	38385	96	98	101	551	536	523	2	5	9	14	17	24	30	38	36	54	39	30
African American	NC	186	3589	NC	96	96	NC	516	501	NC	9	18	NC	30	33	NC	39	33	NC	22	16
Hispanic	12	1758	29103	86	98	99	551	522	510	8	6	12	8	25	31	25	42	36	58	27	20
Asian/Pacific Islander	NC	125	1574	NC	98	96	NC	548	549	NC	2	3	NC	14	14	NC	36	34	NC	48	48
American Indian/Alaskan Native	NC	224	5086	NC	100	114	NC	502	491	NC	17	22	NC	33	38	NC	34	28	NC	16	12
White	85	3280	34597	100	98	98	550	544	535	0	3	4	16	14	20	34	37	38	49	46	38
Students with Disabilities	NC	544	8057	NC	101	99	NC	500	496	NC	23	23	NC	25	31	NC	29	28	NC	23	17
Students without Disabilities	97	5055	67315	98	98	101	549	539	525	1	4	8	16	17	24	34	39	37	48	40	31
Limited English Proficient Students	--	606	16925	--	109	112	--	490	482	--	14	27	--	39	40	--	43	26	--	4	7
Migrant Students	--	47	869				--	519	501	--	10	17	--	24	30	--	43	39	--	24	14
Economically Disadvantaged	--	2269	26325				--	519	504	--	8	15	--	26	34	--	40	33	--	26	18
Non-Economically Disadvantaged	104	3330	49047				549	546	530	1	3	6	16	13	21	33	37	37	50	47	35

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	104	5584	75221	98	98	101	531	528	523	6	5	8	11	12	16	59	59	56	25	23	21
All Students (Prior Year)	104	5645	70860	NA	NA	NA	538	532	524	2	5	9	12	13	17	39	47	45	47	36	30
Female	54	2719	36833	100	98	100	532	531	526	2	4	6	13	11	15	57	59	56	28	25	23
Male	50	2865	38319	96	98	101	531	525	520	10	6	9	8	13	17	60	59	56	22	22	18
African American	NC	187	3597	NC	96	97	NC	516	510	NC	9	14	NC	20	22	NC	57	53	NC	14	11
Hispanic	12	1750	29019	86	98	99	534	518	513	8	7	12	0	18	21	67	60	55	25	15	13
Asian/Pacific Islander	NC	125	1572	NC	98	95	NC	533	536	NC	2	2	NC	10	9	NC	59	57	NC	29	31
American Indian/Alaskan Native	NC	221	5071	NC	99	114	NC	507	502	NC	17	20	NC	23	27	NC	50	46	NC	10	8
White	85	3278	34543	100	98	97	533	533	531	6	4	4	11	9	12	56	59	58	27	28	26
Students with Disabilities	NC	543	8006	NC	100	99	NC	501	505	NC	26	22	NC	22	23	NC	41	42	NC	11	13
Students without Disabilities	97	5041	67215	98	98	101	531	530	524	6	4	7	11	12	16	58	60	56	25	24	21
Limited English Proficient Students	--	598	16853	--	107	112	--	487	489	--	19	29	--	48	36	--	33	32	--	0	3
Migrant Students	--	48	866				--	519	503	--	5	19	--	18	23	--	50	49	--	27	8
Economically Disadvantaged	--	2266	26256				--	516	509	--	10	14	--	19	24	--	57	51	--	14	11
Non-Economically Disadvantaged	104	3318	48965				531	534	528	6	3	5	11	8	13	59	60	58	25	29	24

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	103	5503	73654	97	97	99	537	530	530	4	7	9	7	12	13	81	77	70	9	5	7
All Students (Prior Year)	103	5419	68592	NA	NA	NA	564	546	542	3	6	9	4	10	12	70	67	63	23	16	16
Female	54	2681	36239	100	97	99	542	536	537	2	5	7	7	10	11	80	78	72	11	8	10
Male	49	2821	37301	94	96	98	533	525	523	6	8	12	6	13	15	82	75	68	6	3	5
African American	NC	185	3488	NC	95	94	NC	517	515	NC	12	16	NC	17	18	NC	67	62	NC	3	4
Hispanic	12	1731	28348	86	97	96	539	522	520	8	9	13	0	15	17	83	72	65	8	4	5
Asian/Pacific Islander	NC	124	1558	NC	97	95	NC	538	547	NC	4	3	NC	9	8	NC	82	76	NC	4	13
American Indian/Alaskan Native	NC	221	4947	NC	99	111	NC	509	507	NC	17	22	NC	21	22	NC	61	53	NC	1	3
White	84	3221	33924	99	96	96	538	535	537	4	4	5	7	10	10	80	80	75	10	6	9
Students with Disabilities	NC	512	7306	NC	95	90	NC	501	506	NC	28	24	NC	19	20	NC	49	52	NC	4	4
Students without Disabilities	96	4991	66348	97	97	100	537	532	531	4	5	8	6	11	13	81	78	71	8	5	8
Limited English Proficient Students	--	591	16422	--	106	109	--	492	495	--	33	30	--	22	27	--	44	43	--	0	0
Migrant Students	--	47	849				--	526	511	--	14	19	--	18	22	--	64	56	--	5	4
Economically Disadvantaged	--	2230	25711				--	519	514	--	12	16	--	17	19	--	68	61	--	3	3
Non-Economically Disadvantaged	103	3273	47943				537	536	535	4	3	7	7	9	11	81	81	74	9	7	9

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	107	5726	76230	100	98	101	558	517	498	1	6	12	9	31	38	9	13	12	80	50	37
All Students (Prior Year)	101	5695	72888	NA	NA	NA	559	512	494	1	8	14	10	34	40	8	12	12	81	47	34
Female	47	2807	37247	100	98	100	558	517	500	2	5	11	6	33	40	6	13	13	85	49	37
Male	60	2914	38725	100	97	101	558	517	497	0	8	14	12	29	37	12	13	12	76	51	37
African American	NC	215	3594	NC	93	96	NC	490	476	NC	15	22	NC	42	46	NC	12	11	NC	32	21
Hispanic	10	1717	28100	100	99	98	519	497	482	0	10	18	50	41	47	10	14	11	40	34	24
Asian/Pacific Islander	NC	117	1447	NC	97	95	NC	534	527	NC	2	5	NC	31	26	NC	10	11	NC	58	58
American Indian/Alaskan Native	--	241	5292	--	92	113	--	490	463	--	12	31	--	47	47	--	14	8	--	27	14
White	93	3411	35389	100	97	96	562	527	514	1	4	6	5	25	32	10	13	14	84	58	48
Students with Disabilities	NC	563	9022	NC	107	105	NC	475	465	NC	25	31	NC	40	43	NC	13	8	NC	23	17
Students without Disabilities	103	5163	67208	100	97	100	559	519	500	1	5	12	9	30	38	10	13	12	81	52	38
Limited English Proficient Students	--	566	14826	--	111	113	--	458	460	--	30	31	--	54	51	--	7	8	--	9	10
Migrant Students	--	39	837				--	496	478	--	0	19	--	61	51	--	11	8	--	28	21
Economically Disadvantaged	--	2180	25037				--	494	477	--	11	21	--	43	47	--	13	11	--	32	21
Non-Economically Disadvantaged	107	3546	51193				558	528	507	1	4	9	9	24	35	9	13	13	80	59	43

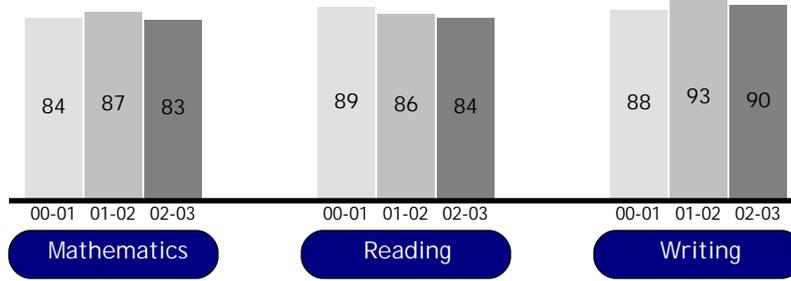
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	5721	76202	100	98	101	522	510	505	5	11	19	17	21	24	55	53	46	24	14	11
All Students (Prior Year)	102	5688	72779	NA	NA	NA	526	510	505	3	13	21	13	19	20	53	48	43	31	20	15
Female	47	2811	37231	100	98	100	529	512	507	2	9	16	11	20	24	60	56	48	28	16	13
Male	60	2906	38718	100	97	101	517	509	503	7	13	22	22	23	24	51	51	44	20	13	10
African American	NC	212	3600	NC	92	97	NC	501	497	NC	22	28	NC	26	29	NC	45	39	NC	7	5
Hispanic	10	1708	28090	100	98	98	505	503	497	10	18	28	30	27	30	50	47	37	10	8	5
Asian/Pacific Islander	NC	116	1443	NC	96	95	NC	514	515	NC	9	9	NC	29	19	NC	47	53	NC	16	19
American Indian/Alaskan Native	--	247	5311	--	95	113	--	499	491	--	20	38	--	30	31	--	44	28	--	6	3
White	93	3411	35371	100	97	96	522	514	512	4	7	10	16	18	20	54	57	54	25	17	16
Students with Disabilities	NC	566	9097	NC	107	106	NC	496	493	NC	29	39	NC	32	27	NC	33	29	NC	6	5
Students without Disabilities	103	5155	67105	100	97	100	522	511	506	5	10	18	17	21	24	53	55	47	24	15	12
Limited English Proficient Students	--	563	14780	--	110	113	--	485	486	--	52	50	--	32	32	--	16	18	--	0	1
Migrant Students	--	39	832				--	498	492	--	29	36	--	24	31	--	41	31	--	6	3
Economically Disadvantaged	--	2173	24961				--	503	495	--	19	32	--	28	30	--	46	34	--	7	4
Non-Economically Disadvantaged	107	3548	51241				522	514	509	5	7	14	17	18	22	55	57	51	24	17	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	107	5622	74692	100	96	99	529	510	502	8	12	18	19	26	27	58	53	47	15	9	8
All Students (Prior Year)	99	5511	70710	NA	NA	NA	555	523	512	0	11	17	13	24	26	55	46	42	32	19	16
Female	47	2776	36710	100	97	99	541	516	509	2	9	14	19	24	26	57	56	50	21	10	10
Male	60	2843	37742	100	95	98	520	504	495	12	16	22	19	27	28	59	50	44	10	7	6
African American	NC	210	3516	NC	91	94	NC	492	487	NC	23	26	NC	27	31	NC	49	39	NC	1	4
Hispanic	10	1689	27492	100	97	96	494	493	486	20	20	27	40	33	32	40	44	38	0	4	4
Asian/Pacific Islander	NC	114	1428	NC	94	94	NC	523	528	NC	11	8	NC	26	20	NC	45	54	NC	18	18
American Indian/Alaskan Native	--	240	5166	--	92	110	--	489	470	--	23	39	--	34	32	--	40	27	--	3	2
White	93	3344	34785	100	95	94	532	519	517	7	9	10	16	23	23	61	58	56	16	11	11
Students with Disabilities	NC	502	8428	NC	95	98	NC	481	472	NC	31	38	NC	29	30	NC	38	29	NC	3	3
Students without Disabilities	103	5120	66264	100	96	99	529	512	503	7	12	17	19	26	27	58	54	48	16	9	8
Limited English Proficient Students	--	552	14363	--	108	109	--	451	459	--	62	47	--	26	34	--	12	19	--	0	1
Migrant Students	--	39	814				--	494	475	--	22	33	--	33	37	--	33	27	--	11	2
Economically Disadvantaged	--	2143	24507				--	491	480	--	22	31	--	32	33	--	42	33	--	4	3
Non-Economically Disadvantaged	107	3479	50185				529	520	511	8	8	13	19	23	24	58	59	53	15	11	10

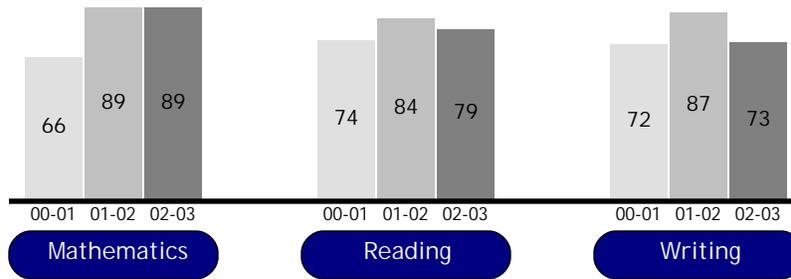
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

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 and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	71	60	53	100	70	51	44	96	76	61	50
	Language	100	61	47	45	100	66	42	39	100	71	49	43
	Mathematics	100	80	63	56	100	81	57	52	99	87	67	57
3	Reading	100	71	56	50	100	68	50	43	99	65	57	47
	Language	100	75	58	55	100	77	53	50	99	76	61	54
	Mathematics	100	77	60	53	100	78	55	50	99	80	64	54
4	Reading	100	75	61	55	100	77	51	47	99	82	62	52
	Language	100	71	53	50	100	71	47	45	99	77	54	48
	Mathematics	100	84	66	56	100	88	59	52	100	92	68	57
5	Reading	99	74	59	51	100	78	51	46	100	79	59	50
	Language	98	69	50	46	100	77	45	43	100	76	53	46
	Mathematics	99	81	66	56	100	91	63	54	100	91	68	57
6	Reading	99	81	62	54	100	78	56	49	99	80	62	53
	Language	99	79	52	46	100	78	47	42	100	79	53	45
	Mathematics	100	90	73	61	100	89	71	58	100	91	75	62

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 Safety

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

Our parent organization's Safety Committee works with administration on emergency procedures. Teachers, staff and students routinely practice safety procedures. Our Faculty Staff Advisory Council and School Nurse review safety concerns monthly.

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) :

2

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	Office	(480) 472-6500
Transportation Policy	Office	(480) 472-6500
Community Resources	Office	(480) 472-6500
School Nutrition Programs	Office	(480) 472-6500
Parent Organization	Office	(480) 472-6500
Student Health/Nurse	Office	(480) 472-6500

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

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 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 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 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 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 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. 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.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 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