



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1753 East 8th Ave, 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 (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

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

School Overview

Principal/Administrator : Mrs. B. Gayle Householder
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2004 Enrollment : 793
Web Address :
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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School / Academic Goals

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

Enrollment

October 1, 2003 School Year Student Enrollment : 788
Accepting New Students in 2004-05 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 793

Instructional Programs

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

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Franklin East has a structured, orderly atmosphere to ensure that respect, courtesy and cheerfulness are factors that dominate campus atmosphere. Franklin has a fast paced accelerated curriculum. 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. Parents are also responsible for transporting their children recommended for before and after school tutoring. Parent direction is counted on through the FPO.

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.

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 2nd Grade Martin Luther King Essay Contest Winner	2004
Ü Franklin Orchestra Selected to Perform at AMEA	2003
Ü 5th Grade District Writing Contest Winner	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	106	5651	75509	95	98	100	550	532	521	3	9	13	14	19	23	28	33	33	55	39	31
All Students (Prior Year)	104	5599	75372	98	98	100	549	536	523	1	5	9	16	18	25	33	38	36	50	39	30
Female	53	2784	37013	93	98	100	558	534	522	2	9	12	9	19	24	26	34	33	62	39	31
Male	53	2859	38430	98	98	99	542	531	521	4	10	14	19	19	22	30	32	33	47	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	15	1862	30486	94	99	99	514	515	505	20	13	18	7	25	29	47	35	32	27	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	--	212	4075	--	98	100	--	504	486	--	19	28	--	28	34	--	31	26	--	23	12
White	86	3216	35192	96	98	99	557	544	534	0	6	8	15	15	19	26	32	35	59	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	102	5052	65801	100	98	98	553	537	525	1	7	11	14	18	23	29	34	34	56	41	33
Limited English Proficient Students	NC	1053	16928	NC	100	100	NC	506	485	NC	17	29	NC	27	33	NC	33	26	NC	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	24	2909	36411				529	514	503	4	14	19	25	24	29	33	34	32	38	27	20
Non-Economically Disadvantaged	82	2742	39040				556	550	534	2	5	8	11	14	19	27	32	34	60	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	5641	75492	95	98	100	533	522	519	5	11	12	8	14	16	52	48	47	35	27	24
All Students (Prior Year)	104	5584	75221	98	98	100	531	528	523	6	5	8	11	12	16	59	59	56	25	23	21
Female	53	2785	37014	93	98	100	541	526	523	2	9	10	6	13	15	53	49	48	40	29	27
Male	53	2850	38400	98	98	99	525	518	516	8	13	14	11	16	17	51	48	47	30	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	15	1851	30438	94	98	99	512	509	508	7	17	17	20	20	21	60	49	47	13	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	--	212	4081	--	98	100	--	505	498	--	20	25	--	22	26	--	45	40	--	13	8
White	86	3215	35177	96	98	99	536	530	528	5	7	8	7	11	13	50	48	49	38	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	102	5052	65785	100	98	98	534	525	522	4	7	10	7	14	16	53	50	49	36	28	26
Limited English Proficient Students	NC	1047	16905	NC	100	100	NC	499	489	NC	25	34	NC	24	28	NC	40	32	NC	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	24	2904	36302				518	510	507	8	16	18	8	19	21	67	49	46	17	15	14
Non-Economically Disadvantaged	82	2737	39164				537	534	528	4	5	8	9	10	13	48	48	48	40	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	5611	75053	95	98	99	612	578	597	5	10	7	6	14	12	78	68	72	11	7	9
All Students (Prior Year)	103	5503	73654	97	97	99	537	530	530	4	7	9	7	12	13	81	77	70	9	5	7
Female	53	2774	36872	93	98	99	637	604	621	2	6	5	4	11	9	81	73	74	13	10	12
Male	53	2831	38109	98	97	99	588	552	573	8	14	10	8	17	14	75	64	69	9	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	15	1847	30235	94	98	98	521	541	575	20	14	9	7	17	14	73	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	--	210	4044	--	97	99	--	548	550	--	15	13	--	16	17	--	65	66	--	3	4
White	86	3193	35028	96	97	99	628	599	613	1	8	6	6	12	10	80	70	73	13	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	102	5023	65428	100	98	98	615	587	604	4	8	6	6	13	11	78	71	73	12	8	10
Limited English Proficient Students	NC	1044	16765	NC	100	100	NC	524	525	NC	16	17	NC	20	20	NC	63	60	NC	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	24	2890	36077				573	542	566	8	14	10	4	17	16	79	65	69	8	3	5
Non-Economically Disadvantaged	82	2721	38950				624	613	618	4	6	5	6	11	9	78	71	73	12	12	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5809	76019	100	99	100	556	514	499	0	9	14	12	34	39	13	13	14	75	44	33
All Students (Prior Year)	107	5726	76230	100	98	100	558	517	498	1	6	12	9	31	38	9	13	12	80	50	37
Female	57	2821	37207	100	99	100	547	514	499	0	8	12	14	35	41	14	13	14	72	44	33
Male	51	2979	38677	100	99	100	566	515	498	0	11	15	10	32	38	12	13	13	78	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	NC	1790	29458	NC	99	100	NC	490	480	NC	15	20	NC	48	48	NC	11	12	NC	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	90	3386	35880	100	98	100	560	529	515	0	5	7	8	26	32	16	14	16	77	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	102	5190	66233	99	98	99	554	519	503	0	6	11	12	33	39	14	14	14	75	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	29	2753	35714				547	493	480	0	15	20	18	44	47	11	12	12	71	29	20
Non-Economically Disadvantaged	79	3056	40266				559	531	513	0	5	9	10	25	33	14	14	15	76	56	43

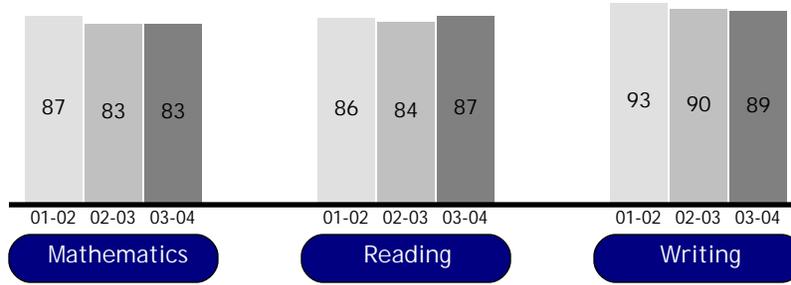
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5803	76020	100	99	100	522	507	503	3	20	25	9	22	23	54	43	40	34	16	12
All Students (Prior Year)	107	5721	76202	100	98	100	522	510	505	5	11	19	17	21	24	55	53	46	24	14	11
Female	57	2820	37213	100	99	100	522	508	504	0	17	22	5	21	23	60	46	42	35	16	13
Male	51	2973	38666	100	99	100	522	505	501	6	22	29	14	22	22	48	41	38	32	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	NC	1784	29442	NC	99	99	NC	496	494	NC	33	37	NC	26	26	NC	34	31	NC	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	90	3386	35890	100	98	100	523	513	511	3	12	15	9	19	20	51	48	48	37	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	102	5186	66236	99	98	99	523	509	504	1	16	23	10	22	23	55	45	42	34	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	29	2745	35703				513	497	494	4	31	37	11	26	26	61	36	31	25	8	6
Non-Economically Disadvantaged	79	3058	40274				525	514	509	3	11	17	9	18	20	52	49	47	37	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	108	5771	75673	100	98	100	580	530	530	4	15	12	15	25	25	73	56	58	8	5	4
All Students (Prior Year)	107	5622	74692	100	96	99	529	510	502	8	12	18	19	26	27	58	53	47	15	9	8
Female	57	2805	37099	100	98	100	597	549	548	0	10	8	16	22	22	74	62	64	11	6	6
Male	51	2956	38441	100	98	99	562	511	513	8	19	16	14	27	29	72	50	52	6	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	NC	1776	29305	NC	99	99	NC	495	507	NC	21	16	NC	33	31	NC	44	51	NC	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	90	3366	35760	100	98	99	586	549	550	4	11	9	9	20	21	78	62	64	9	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	102	5166	65967	99	98	99	582	537	536	3	12	10	14	25	25	75	59	60	8	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	29	2731	35541				557	500	504	4	20	17	25	31	31	71	47	50	0	2	2
Non-Economically Disadvantaged	79	3040	40091				589	553	550	4	10	9	11	19	21	73	63	64	11	7	6

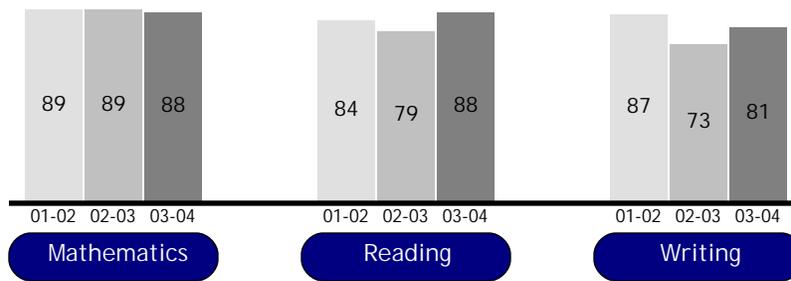
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

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

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	70	51	44	96	76	61	50	93	79	NA	58
	Language	100	66	42	39	100	71	49	43	92	77	53	50
	Mathematics	100	81	57	52	99	87	67	57	93	90	71	64
3	Reading	100	68	50	43	99	65	57	47	95	70	NA	55
	Language	100	77	53	50	99	76	61	54	95	76	63	61
	Mathematics	100	78	55	50	99	80	64	54	95	83	66	61
4	Reading	100	77	51	47	99	82	62	52	100	82	NA	56
	Language	100	71	47	45	99	77	54	48	100	76	55	52
	Mathematics	100	88	59	52	100	92	68	57	99	92	68	61
5	Reading	100	78	51	46	100	79	59	50	100	80	NA	55
	Language	100	77	45	43	100	76	53	46	100	80	55	49
	Mathematics	100	91	63	54	100	91	68	57	100	92	71	63
6	Reading	100	78	56	49	99	80	62	53	100	83	NA	56
	Language	100	78	47	42	100	79	53	45	100	80	55	48
	Mathematics	100	89	71	58	100	91	75	62	100	91	76	66

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

School Site Council

Council Composition

- 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 2004-05

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

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 29
 Core academic classes taught by Highly Qualified (NCLB) teachers. 81
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Two Computer Labs
- ü Swimming Pool for SPED Population

Extracurricular Activities

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

Social Services

- ü Lunch Program
- ü Health Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Franklin East met all School Incentive Goals based on Franklin Skills Mastery Tests for First Grade and the Stanford 9 Test for Grades 2-6.
- ü Franklin East Students were monitored using monthly assessments in the areas of spelling, comprehension, math facts, and phonics while showing continuous growth.
- ü Parent Quality Survey Results show a 98% Parent satisfaction rate with parents giving Franklin East a grade of "A" or "B".

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	53	64
Grades 3-4	87	96
Grades 4-5	62	80
Grades 5-6	85	80

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

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

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

School Safety

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

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) :

1

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

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

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

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

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

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

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

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

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

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

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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.