



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

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

School Overview

Principal/Administrator : Mrs. B. Gayle Householder
 Schedule : 07:30 AM to 04:30 PM
 Grades : K-6
 2005 Enrollment : 799
 Web Address : 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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

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

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.

Enrollment

October 1, 2004 School Year Student Enrollment : 809
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 799

Instructional Programs

- Ü Alternative Education
- Ü Basic Education Skill Oriented
- Ü Continuity of Curriculum
- Ü Traditional Instructional Strategy
- Ü The Writing Road to Reading - Spalding

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

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 District Writing Contest Winners	2005
Ü Martin Luther King Essay Contest Winner	2005
Ü Franklin Orchestra Selected to Perform at AMEA	2003
Ü Winner in the District Technology Movie Fest Awards	2005

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	115	5983	79306	98	99	99	481	454	445	4	6	10	4	15	18	36	53	51	56	26	20
All Students (Prior Year)	106	5651	75509	95	98	100	550	532	521	3	9	13	14	19	23	28	33	33	55	39	31
Female	64	2922	38691	98	99	99	474	454	446	5	5	10	7	16	18	38	53	52	51	25	20
Male	51	3060	40583	98	99	99	490	455	445	2	7	11	2	14	18	33	52	50	63	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	12	2187	32869	100	100	99	425	437	429	9	9	15	0	21	25	55	58	51	36	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	--	221	4264	--	98	100	--	437	419	--	9	19	--	27	30	--	54	45	--	10	6
White	96	3156	36197	98	99	99	494	468	463	2	4	5	5	10	11	31	49	53	62	37	31
Students with Disabilities	NC	685	10321	NC	100	100	NC	377	389	NC	25	30	NC	29	27	NC	37	34	NC	9	9
Students without Disabilities	112	5298	69060	98	99	98	494	464	454	1	4	7	5	13	17	37	55	54	58	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	36	3051	39415	95	97	96	478	442	431	0	9	15	11	21	25	46	56	50	43	14	10
Non-Economically Disadvantaged	79	2932	39966	100	100	100	482	466	459	5	4	6	1	9	12	31	50	52	62	38	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	5986	79395	99	0	99	480	454	446	3	6	9	8	21	25	52	60	55	37	13	11
All Students (Prior Year)	106	5641	75492	95	98	100	533	522	519	5	11	12	8	14	16	52	48	47	35	27	24
Female	65	2926	38743	100	0	100	472	458	451	3	5	7	8	20	24	53	61	57	35	15	12
Male	51	3059	40618	98	0	99	488	450	440	2	7	11	8	23	27	51	58	53	39	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	12	2189	32915	100	0	99	416	433	426	9	10	15	9	32	35	82	53	47	0	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	--	220	4271	--	0	100	--	437	420	--	8	15	--	33	42	--	56	41	--	3	2
White	97	3158	36221	99	0	99	492	469	465	1	3	4	7	14	15	48	64	63	43	20	17
Students with Disabilities	NC	684	10331	NC	0	100	NC	375	388	NC	21	25	NC	40	37	NC	34	34	NC	5	4
Students without Disabilities	113	5302	69139	99	0	99	493	464	454	0	4	7	8	19	24	54	63	58	38	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	36	3052	39484	95	0	96	480	440	429	0	9	14	14	30	35	57	55	47	29	6	4
Non-Economically Disadvantaged	80	2934	39986	100	0	100	479	466	461	4	2	4	5	13	16	50	64	63	41	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	116	5935	78869	99	98	99	485	442	442	3	6	6	5	21	21	64	62	63	28	12	10
All Students (Prior Year)	106	5611	75053	95	98	99	612	578	597	5	10	7	6	14	12	78	68	72	11	7	9
Female	65	2903	38536	100	99	99	485	458	458	3	4	4	8	14	15	63	65	67	26	16	14
Male	51	3031	40302	98	98	99	484	425	428	2	8	8	2	26	26	65	58	60	31	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	12	2160	32606	100	98	98	427	419	426	9	9	8	0	29	27	91	57	60	0	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	--	216	4245	--	96	100	--	426	423	--	8	9	--	30	26	--	55	61	--	8	4
White	97	3142	36078	99	98	99	497	457	459	1	4	4	5	15	16	61	65	66	33	16	14
Students with Disabilities	NC	676	10246	NC	100	100	NC	347	367	NC	18	18	NC	40	39	NC	37	40	NC	5	4
Students without Disabilities	113	5259	68697	99	98	98	498	454	454	0	4	4	5	18	18	65	65	67	29	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	36	3015	39106	95	96	95	482	426	427	0	8	8	9	28	28	80	59	59	11	5	5
Non-Economically Disadvantaged	80	2920	39837	100	100	100	486	457	457	4	4	4	4	13	14	56	64	67	36	19	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5594	78906	100	99	99	562	509	498	1	8	13	3	15	19	30	50	48	66	26	20
All Students (Prior Year)	108	5809	76019	100	99	100	556	514	499	0	9	14	12	34	39	13	13	14	75	44	33
Female	57	2679	38644	100	99	99	561	507	500	0	8	12	5	16	19	35	51	49	60	25	19
Male	48	2915	40236	100	99	99	563	510	497	2	8	15	0	15	19	26	50	46	72	28	20
African American	NC	219	4087	NC	100	99	NC	482	481	NC	15	20	NC	17	24	NC	55	45	NC	13	11
Hispanic	18	1921	31938	100	100	99	551	486	481	0	13	19	6	23	25	41	51	46	53	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	NC	237	4593	NC	100	100	NC	479	467	NC	19	26	NC	24	29	NC	48	39	NC	9	6
White	80	3081	36483	100	98	99	565	525	517	1	4	7	3	10	13	27	50	51	69	36	30
Students with Disabilities	NC	650	10664	NC	100	100	NC	417	430	NC	33	42	NC	26	27	NC	33	26	NC	7	5
Students without Disabilities	96	4944	68310	99	98	98	568	521	509	0	5	9	3	14	18	29	53	51	68	29	22
Limited English Proficient Students	NC	560	12573	NC	100	100	NC	427	454	NC	23	27	NC	31	30	NC	41	38	NC	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	29	2737	38679	97	95	96	543	495	483	0	13	20	11	21	25	39	50	45	50	15	10
Non-Economically Disadvantaged	76	2857	40295	100	100	100	569	520	513	1	4	7	0	9	13	27	51	50	72	36	30

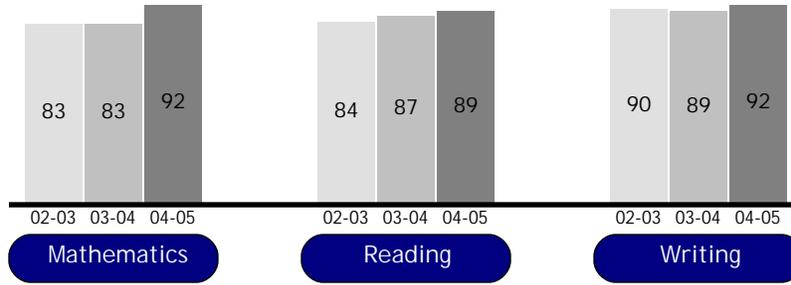
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	5599	78908	100	0	99	521	491	484	2	6	10	5	19	23	72	63	58	22	12	9
All Students (Prior Year)	108	5803	76020	100	99	100	522	507	503	3	20	25	9	22	23	54	43	40	34	16	12
Female	57	2681	38648	100	0	99	525	494	489	0	5	8	4	18	22	78	64	61	18	12	10
Male	48	2918	40233	100	0	99	517	489	479	4	7	12	6	20	25	64	61	55	26	12	8
African American	NC	218	4092	NC	0	99	NC	472	473	NC	9	12	NC	24	28	NC	61	54	NC	6	5
Hispanic	18	1925	31940	100	0	99	532	470	465	0	12	16	6	30	32	59	53	49	35	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	NC	238	4569	NC	0	100	NC	469	457	NC	11	18	NC	31	39	NC	56	41	NC	3	2
White	80	3082	36502	100	0	99	520	507	502	3	3	4	5	12	14	72	69	67	21	17	15
Students with Disabilities	NC	651	10665	NC	0	100	NC	409	423	NC	21	30	NC	38	36	NC	38	31	NC	4	2
Students without Disabilities	96	4948	68312	99	0	98	528	502	493	0	4	7	3	17	21	75	66	62	22	13	10
Limited English Proficient Students	NC	559	12556	NC	0	100	NC	408	436	NC	22	24	NC	43	40	NC	32	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	29	2742	38662	97	0	96	509	479	468	4	10	16	14	28	32	68	56	49	14	5	3
Non-Economically Disadvantaged	76	2857	40315	100	0	100	526	502	498	1	2	5	1	11	15	73	68	66	24	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	105	5524	78750	100	98	99	536	500	500	1	5	6	11	28	29	81	63	63	7	3	2
All Students (Prior Year)	108	5771	75673	100	98	100	580	530	530	4	15	12	15	25	25	73	56	58	8	5	4
Female	57	2649	38586	100	98	99	546	514	515	0	4	4	7	21	22	85	70	71	7	4	3
Male	48	2874	40135	100	98	99	525	488	486	2	7	8	15	35	35	77	56	56	6	2	1
African American	NC	215	4081	NC	99	99	NC	486	488	NC	4	8	NC	36	32	NC	57	59	NC	3	2
Hispanic	18	1884	31841	100	98	99	544	479	483	0	8	8	12	37	36	71	54	55	18	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	231	4586	NC	97	100	NC	481	481	NC	10	8	NC	34	37	NC	53	54	NC	2	1
White	80	3058	36440	100	98	99	535	514	516	1	4	3	10	23	22	83	69	71	5	4	4
Students with Disabilities	NC	642	10622	NC	100	100	NC	390	415	NC	22	21	NC	48	50	NC	26	28	NC	4	1
Students without Disabilities	96	4882	68196	99	97	98	544	515	513	0	3	3	10	26	25	83	68	69	8	3	3
Limited English Proficient Students	NC	541	12504	NC	100	100	NC	407	451	NC	17	12	NC	48	44	NC	33	43	NC	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	29	2686	38558	97	93	96	519	486	485	0	9	8	25	37	37	71	53	54	4	1	1
Non-Economically Disadvantaged	76	2838	40260	100	100	100	543	513	514	1	3	3	5	21	21	85	71	72	8	5	4

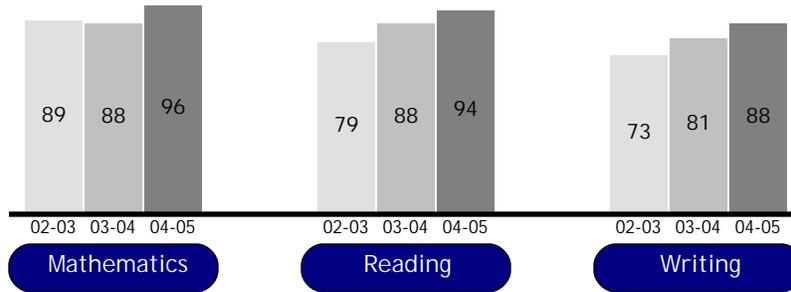
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	76	61	50	93	79	NA	58	98	68	50	47
	Language	100	71	49	43	92	77	53	50	98	68	49	47
	Mathematics	99	87	67	57	93	90	71	64	98	70	54	50
3	Reading	99	65	57	47	95	70	NA	55	97	69	50	44
	Language	99	76	61	54	95	76	63	61	97	66	49	44
	Mathematics	99	80	64	54	95	83	66	61	96	72	55	51
4	Reading	99	82	62	52	100	82	NA	56	98	69	52	48
	Language	99	77	54	48	100	76	55	52	98	68	52	49
	Mathematics	100	92	68	57	99	92	68	61	98	78	59	53
5	Reading	100	79	59	50	100	80	NA	55	99	72	55	50
	Language	100	76	53	46	100	80	55	49	99	75	55	50
	Mathematics	100	91	68	57	100	92	71	63	99	74	54	49
6	Reading	99	80	62	53	100	83	NA	56	100	73	58	51
	Language	100	79	53	45	100	80	55	48	100	71	54	47
	Mathematics	100	91	75	62	100	91	76	66	100	77	62	52

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

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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.15
Other Professional Staff	1.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	60
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab
- Ü Swimming Pool for SPED Population

Extracurricular Activities

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

Social Services

- Ü Lunch Program
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Franklin East met our School Incentive Goals based on Franklin Skills Mastery Tests for First and Second Grades and the AIMS Test for Grades 3-6.
- 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 97% Parent satisfaction rate with parents giving Franklin East a grade of 'A' or 'B'.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	5	12	12	17
Transfers In Rate ⁶	6	28	28	37
Stability Rate ⁷	94	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

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

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

School Safety

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

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 for school year 2004-05 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.

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

Contacts

	Name	Phone Number
School Site Council	Gayle Householder- Principal	(480) 472-6500
Transportation Policy	MPS Broadway Transportation	(480) 472-6108
Community Resources	Health Office	(480) 472-6432
School Nutrition Programs	Molly Saylor	(480) 472-6484
Parent Organization	Julie Adams - President	(480) 472-6500
Student Health/Nurse	Health Office	(480) 472-6432

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

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

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

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

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

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

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

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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.