



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

2005-06	Excelling
2004-05	Excelling
2003-04	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
 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)

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

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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, 2005 School Year Student Enrollment : 800
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Franklin East has a structured, orderly atmosphere to ensure that respect, courtesy and cheerfulness are factors that dominate campus atmosphere. Whole Group Instruction is utilized to provide 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. Supporting the total school program, parents volunteer on committees as well as volunteering in the classrooms. Parents are also responsible for transporting their children recommended for before and after school tutoring. The Franklin Parent Organization operates as our SIAC and is instrumental in maintaining our philosophical direction.

Transportation Policy

As a parent choice school, Mesa Public Schools provides bus transportation for students living in the Franklin East corridor (between Horne and Val Vista). The District has been divided into four corridors corresponding with the location of each of our MPS Franklin Schools. Parents are responsible for their children's transportation if they live outside our bussing corridor.

School Honors

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

Award/Honor	Year
ü District Writing Contest Winners	2006
ü Martin Luther King Essay Contest Winner	2006
ü District Honor Band Students	2006
ü Winner in the District Technology Movie Fest Awards	2006

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	116	5547	80010	100	98	99	472	453	447	4	8	10	9	16	18	54	56	53	32	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	2719	38935	100	98	99	471	452	447	6	8	9	11	17	19	53	56	55	30	19	17
Male	52	2828	40974	100	98	98	474	453	448	2	8	11	8	15	18	56	55	52	35	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	21	2182	34545	100	98	99	449	434	432	10	12	14	14	23	24	71	56	53	5	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	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	89	2783	35142	99	98	99	480	469	465	3	4	5	6	9	11	52	55	56	39	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	108	4902	69849	100	99	100	471	457	451	3	5	7	10	14	17	56	58	56	31	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	31	3005	39029	100	97	98	467	437	432	6	11	14	16	22	25	45	57	52	32	10	9
Non-Economically Disadvantaged	85	2542	40981	100	99	100	474	472	462	4	4	6	7	9	13	58	54	54	32	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	116	5457	79438	100	97	98	485	457	451	3	7	9	11	21	24	62	60	56	24	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	2686	38775	100	97	99	489	463	457	3	5	7	9	19	22	61	62	58	27	14	13
Male	52	2770	40560	100	96	97	479	452	446	2	8	12	13	23	25	63	58	54	21	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	21	2140	34297	100	96	98	461	437	434	5	11	14	24	31	31	62	54	50	10	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	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	89	2744	34887	99	97	98	493	475	471	1	3	4	7	13	15	63	65	63	29	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	108	4900	69850	100	99	100	483	461	456	1	5	7	11	20	23	66	62	59	22	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	31	2946	38685	100	95	97	478	441	435	6	10	14	16	29	32	61	55	50	16	5	5
Non-Economically Disadvantaged	85	2511	40753	100	98	99	487	477	467	1	3	5	9	12	16	62	65	62	27	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	115	5524	79971	99	98	99	440	415	423	3	8	8	36	46	41	58	44	49	3	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	2715	38974	98	98	99	449	429	437	5	5	5	25	40	33	67	53	57	3	2	4
Male	52	2808	40895	100	97	98	429	402	410	2	11	10	48	53	47	48	35	41	2	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	21	2166	34481	100	97	99	437	399	410	5	12	10	52	53	46	38	35	43	5	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	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	88	2779	35150	98	98	99	441	429	437	3	5	5	31	41	35	64	52	56	2	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	107	4879	69713	99	99	100	443	420	429	1	6	5	36	45	39	61	46	52	3	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	30	2986	38994	97	97	98	449	401	409	3	11	10	33	52	47	57	36	41	7	1	1
Non-Economically Disadvantaged	85	2538	40977	100	99	100	437	432	437	4	4	5	36	40	34	59	53	56	1	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	109	5739	80147	100	98	99	544	498	482	NA	6	11	3	13	17	32	48	49	65	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	2849	39281	100	99	99	541	498	483	NA	5	9	3	13	17	35	49	50	62	33	24
Male	44	2889	40780	100	98	98	549	497	482	NA	7	12	2	12	17	27	48	48	70	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	12	2106	33494	100	98	99	507	479	466	NA	9	15	8	18	23	50	55	49	42	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	--	239	4117	--	98	96	--	472	456	--	10	19	--	25	27	--	50	46	--	15	8
White	89	2998	36122	100	98	99	552	514	501	NA	4	5	2	8	10	29	44	50	69	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	106	5082	69852	100	99	100	547	503	488	NA	4	7	2	11	16	31	50	51	67	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	37	2944	38371	100	97	97	528	480	465	NA	9	15	5	18	23	38	52	49	57	20	13
Non-Economically Disadvantaged	72	2795	41776	100	99	100	552	516	498	NA	3	6	1	7	11	29	45	49	69	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	109	5655	79686	100	97	98	513	478	470	NA	7	11	6	21	24	65	61	57	29	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	2823	39163	100	98	99	513	482	475	NA	6	9	8	19	22	60	63	60	32	12	10
Male	44	2831	40438	100	96	97	512	474	465	NA	9	13	2	22	25	73	60	54	25	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	12	2071	33299	100	96	98	470	458	452	NA	12	17	17	30	32	83	54	47	NA	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	--	236	4087	--	97	96	--	454	446	--	10	16	--	40	38	--	49	44	--	1	2
White	89	2959	35914	100	97	98	520	495	489	NA	3	5	3	13	15	61	67	67	36	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	106	5084	69878	100	99	100	515	482	475	NA	5	8	4	19	23	66	64	61	30	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	37	2879	38095	100	95	97	493	462	452	NA	11	17	11	29	32	76	55	48	14	5	3
Non-Economically Disadvantaged	72	2776	41591	100	98	99	523	495	486	NA	3	6	3	13	16	60	67	65	38	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	108	5728	80372	99	98	99	510	476	475	1	3	4	10	31	30	79	64	64	10	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	2841	39452	98	99	99	512	487	488	NA	2	3	11	22	22	78	73	72	11	3	3
Male	44	2887	40836	100	98	98	507	464	464	2	4	6	9	39	37	80	56	56	9	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	12	2102	33608	100	98	99	507	460	462	NA	6	6	8	38	36	83	55	57	8	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	--	239	4128	--	98	97	--	462	464	--	3	4	--	48	39	--	49	56	--	NA	1
White	89	2995	36213	100	98	99	511	487	489	NA	2	2	11	24	22	79	72	72	10	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	106	5077	69846	100	99	100	511	481	482	1	2	3	9	28	26	79	68	69	10	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	36	2941	38521	97	97	98	501	462	461	3	5	6	19	38	38	69	56	55	8	1	1
Non-Economically Disadvantaged	72	2787	41851	100	99	100	514	491	489	NA	1	3	6	23	22	83	73	72	11	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	92	5603	79306	96	98	99	559	518	504	NA	9	13	3	15	20	45	50	49	52	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2724	38845	96	98	99	564	518	505	NA	8	11	2	16	20	43	51	50	55	26	18
Male	45	2879	40383	96	97	98	554	517	504	NA	10	14	4	14	19	47	50	47	49	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	12	2000	32673	100	98	99	517	496	487	NA	14	18	NA	22	25	92	52	46	8	12	10
Asian/Pacific Islander	--	157	2147	--	99	99	--	535	539	--	6	5	--	6	10	--	52	46	--	36	40
American Indian/Alaskan Native	--	232	4034	--	98	97	--	493	479	--	15	22	--	27	29	--	48	43	--	10	7
White	76	2974	36234	95	98	99	567	535	523	NA	4	6	3	9	13	38	49	52	59	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	88	4981	69020	100	99	100	559	523	510	NA	6	9	3	14	18	44	52	52	52	28	21
Limited English Proficient Students	--	601	10291	--	95	96	--	462	458	--	34	38	--	33	34	--	31	26	--	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	19	2874	37437	100	97	97	543	499	486	NA	13	19	5	21	26	68	51	46	26	14	9
Non-Economically Disadvantaged	73	2729	41869	95	98	100	563	538	521	NA	4	7	3	9	14	38	49	51	59	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	92	5547	79000	96	97	98	531	496	489	NA	7	10	5	20	24	66	62	58	28	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2710	38774	96	98	99	539	501	494	NA	5	7	NA	19	22	64	63	61	36	12	10
Male	45	2837	40150	96	96	98	522	492	485	NA	9	12	11	21	25	69	61	55	20	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	12	1963	32508	100	96	98	500	476	472	NA	12	15	17	31	33	75	53	49	8	4	3
Asian/Pacific Islander	--	156	2142	--	99	99	--	510	510	--	2	4	--	17	14	--	66	67	--	15	16
American Indian/Alaskan Native	--	228	4016	--	97	96	--	474	467	--	11	14	--	32	37	--	54	46	--	4	2
White	76	2962	36135	95	97	98	536	513	508	NA	3	4	4	12	14	63	69	67	33	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	88	4978	69009	100	99	100	533	500	495	NA	5	6	5	19	22	66	65	62	30	12	10
Limited English Proficient Students	--	573	10199	--	91	95	--	441	439	--	33	35	--	46	47	--	20	18	--	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	19	2829	37234	100	96	97	517	478	472	NA	11	15	11	29	33	79	55	50	11	4	3
Non-Economically Disadvantaged	73	2718	41766	95	98	99	535	515	505	NA	2	5	4	11	16	63	69	65	33	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	93	5609	79611	97	98	99	526	490	496	NA	7	7	24	43	37	76	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	2732	39016	96	98	99	535	505	511	NA	4	4	13	34	29	87	61	66	NA	1	1
Male	46	2877	40519	98	97	98	516	476	482	NA	9	10	35	51	44	65	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	12	2001	32855	100	98	99	511	470	481	NA	11	10	33	51	43	67	37	47	NA	0	0
Asian/Pacific Islander	--	157	2149	--	99	100	--	508	519	--	3	4	--	31	24	--	66	70	--	1	2
American Indian/Alaskan Native	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	77	2984	36380	96	98	99	527	504	511	NA	4	4	22	36	30	78	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	88	4970	68947	100	99	100	527	496	504	NA	5	4	23	41	34	77	54	61	NA	0	1
Limited English Proficient Students	--	599	10362	--	95	97	--	415	438	--	30	22	--	56	57	--	14	21	--	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	19	2874	37626	100	97	98	526	472	479	NA	10	10	16	51	45	84	38	45	NA	1	0
Non-Economically Disadvantaged	74	2735	41985	96	99	100	526	508	511	NA	3	4	26	34	30	74	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	101	5505	79327	99	98	98	584	531	518	2	12	19	3	16	20	37	50	46	58	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2626	38961	98	98	98	580	532	520	2	11	16	2	17	20	36	51	48	60	21	16
Male	51	2875	40295	100	98	97	588	531	516	2	13	21	4	16	19	37	48	44	57	23	16
African American	--	215	4247	--	97	98	--	504	499	--	24	27	--	25	24	--	41	41	--	10	8
Hispanic	21	1926	32327	100	98	98	557	510	499	5	18	27	10	23	25	48	49	41	38	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	--	240	4391	--	95	96	--	502	489	--	25	32	--	23	27	--	44	36	--	8	4
White	76	2984	36373	99	99	98	589	549	538	1	7	10	1	11	14	36	51	52	62	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	94	4918	70006	100	99	100	586	537	524	2	8	14	2	15	19	36	53	49	60	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	NC	37	635	NC	90	94	NC	490	488	NC	30	31	NC	24	29	NC	43	36	NC	3	4
Economically Disadvantaged	24	2687	37097	96	97	97	576	511	498	4	18	27	4	21	25	38	49	41	54	11	7
Non-Economically Disadvantaged	77	2818	42230	100	99	99	587	550	535	1	6	11	3	11	15	36	50	50	60	32	24

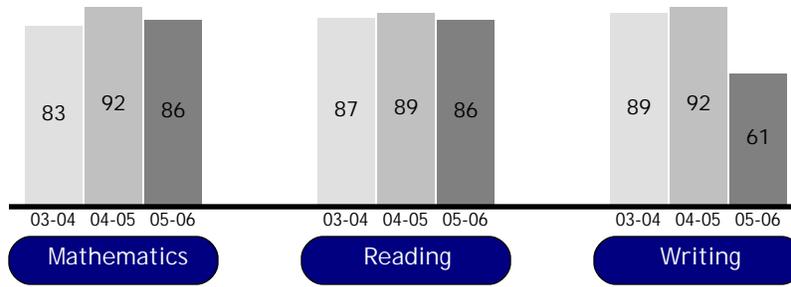
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	5447	79501	99	97	98	540	506	497	1	6	10	7	20	25	77	68	60	15	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2606	39062	98	98	99	543	510	502	NA	5	8	8	19	23	78	70	64	14	6	5
Male	51	2837	40368	100	97	98	537	503	491	2	8	13	6	22	27	76	66	57	16	5	3
African American	--	214	4279	--	97	99	--	492	485	--	11	14	--	30	30	--	56	54	--	3	2
Hispanic	21	1887	32389	100	96	98	529	488	478	NA	10	16	19	31	34	62	58	48	19	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	--	234	4401	--	93	96	--	482	473	--	11	17	--	36	40	--	50	43	--	2	1
White	76	2973	36446	99	98	99	543	521	516	1	4	4	4	12	15	82	76	73	13	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	94	4915	70090	100	99	100	542	510	502	NA	4	7	6	19	24	78	72	65	16	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	NC	35	642	NC	85	95	NC	475	465	NC	11	24	NC	43	41	NC	43	35	NC	3	0
Economically Disadvantaged	24	2646	37183	96	96	97	521	489	479	4	10	16	13	29	34	75	59	49	8	2	1
Non-Economically Disadvantaged	77	2801	42318	100	98	99	545	522	513	NA	3	5	5	12	17	78	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	100	5492	80000	98	98	99	606	565	564	NA	3	3	2	10	11	72	77	75	26	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	2626	39288	98	98	99	614	580	579	NA	2	2	2	5	6	68	78	77	30	15	16
Male	50	2862	40644	98	97	98	599	552	549	NA	4	4	2	14	15	76	76	74	22	6	7
African American	--	218	4307	--	99	99	--	550	551	--	6	4	--	11	13	--	75	75	--	8	7
Hispanic	21	1917	32672	100	97	99	603	548	548	NA	4	4	5	13	14	67	77	76	29	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	--	240	4424	--	95	97	--	546	549	--	4	3	--	15	14	--	77	77	--	5	5
White	75	2977	36602	97	98	99	609	578	579	NA	2	2	1	8	7	72	77	75	27	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	94	4907	70081	100	99	100	607	572	571	NA	2	2	2	7	7	70	80	79	28	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	NC	37	654	NC	90	97	NC	529	534	NC	8	7	NC	14	16	NC	78	74	NC	NA	3
Economically Disadvantaged	23	2675	37534	92	97	98	587	547	547	NA	4	4	4	14	15	83	77	76	13	5	5
Non-Economically Disadvantaged	77	2817	42466	100	99	100	612	582	578	NA	1	2	1	7	7	69	77	75	30	15	16

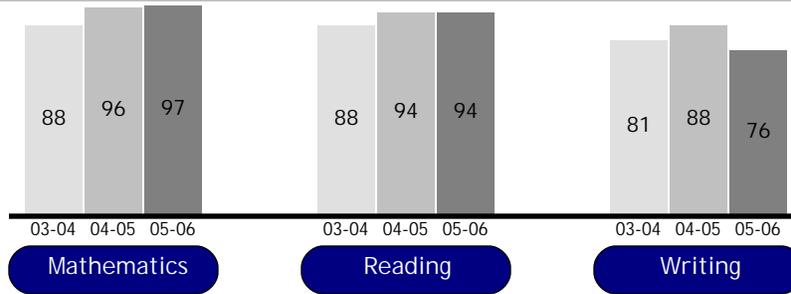
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	93	79	NA	58	98	68	50	47	97	76	50	46
	Language	92	77	53	50	98	68	49	47	97	86	50	48
	Mathematics	93	90	71	64	98	70	54	50	97	84	56	52
3	Reading	95	70	NA	55	97	69	50	44	97	70	52	46
	Language	95	76	63	61	97	66	49	44	97	68	48	46
	Mathematics	95	83	66	61	96	72	55	51	97	73	56	52
4	Reading	100	82	NA	56	98	69	52	48	100	76	58	52
	Language	100	76	55	52	98	68	52	49	99	78	58	52
	Mathematics	99	92	68	61	98	78	59	53	100	84	67	58
5	Reading	100	80	NA	55	99	72	55	50	97	82	61	56
	Language	100	80	55	49	99	75	55	50	98	78	59	54
	Mathematics	100	92	71	63	99	74	54	49	97	76	59	52
6	Reading	100	83	NA	56	100	73	58	51	99	83	63	56
	Language	100	80	55	48	100	71	54	47	98	79	58	50
	Mathematics	100	91	76	66	100	77	62	52	99	88	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

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 7 Teacher(s)
- 10 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	34.00
Other Professional Staff	1.25	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	3	3	0	0
10 or more years	9	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	60
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 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
- Ü Orchestra
- Ü Math Club
- Ü Chess Club

Social Services

- Ü Lunch Program
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Franklin East met our School Incentive Goals based on Second Grade TerraNova Scores 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 98% Parent satisfaction rate with parents giving Franklin East a grade of 'A' or 'B'.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	95	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

Our Franklin Parent Organization's Safety Committee works with administration on emergency procedures and parent concerns. Teachers, staff and students routinely practice safety procedures such as Fire Drills, Lockdowns, and Evacuation. Our Faculty Staff Advisory Council comprised of the School Nurse, the Facilities Assistant, the Principal, Intermediate Chairperson, Primary Chairperson, Specialists Representative, and SPED Representative meet and review safety concerns monthly.

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	Gayle Householder- Principal	(480) 472-6500
Transportation Policy	MPS Broadway Transportation	(480) 472-6108
Community Resources	Nurse Jenny Jones-Health Office	(480) 472-6432
School Nutrition Programs	Molly Saylor-Cafeteria Manager	(480) 472-6484
Parent Organization	Sheri Heywood- President	(480) 472-6500
Student Health/Nurse	Nurse Jenny Jones-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 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.