

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Franklin West Elementary School

Mesa Unified District
236 South Sirrine, Mesa, AZ 85210

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Principal: Mrs. Donna J. Schaffer
Schedule: 8:00 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: djschaff@mpsaz.org

Grades: K-6
2002 Enrollment: 572
Phone: (480) 472-5400
Fax: (480) 472-5444

∨ School Overview ∨

Mission

Benjamin Franklin West is the original campus of Mesa District's four basic alternative schools built upon parental input. The philosophy emphasizes the teaching of basic skills and information, while instilling a sense of pride in and respect for self, others and country, in a structured environment. Students are prepared for the outside world by challenging them to compete for achievement standards in the classroom and developing an atmosphere of tolerance and respect for all students.

Organization and Philosophy

- w Back-to-Basics
- w Magnet Program
- w Structured, Consistant Program
- w Self-contained Classrooms

Instructional Programs

- w Alternative Education
- w Basic Education, Skill-oriented
- w Parent-driven Curriculum
- w Traditional Instruction
- w Self-contained Classrooms
- w Whole Group Instruction
- w Total Language Arts Program
- w Extensive Student Tracking

School/Academic Goals

- w Students will continue to perform well on the Stanford 9 Achievement Test in reading, language and math.
- w Students will continue to perform well on the Skills Mastery Tests in reading, language and math.
- w Teachers will continue to monitor foundational skills in reading comprehension, spelling, mathematics and phonics for all students through monthly assessments.
- w A notebook of writing progression will be maintained for all students through sixth grade.

Enrollment

October 1, 2001 School Year Student Enrollment:	587
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	573

¹ For an explanation of the Achievement Profiles, please visit <http://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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Textbook Selection
- w Curriculum Development
- w School Safety Issues
- w Extracurricular Activities
- w Dress Code
- w Student Discipline

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	4.00	Teacher Aide	3.67

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	3	1	1	0
7 to 9 years	2	4	0	0
10 or more years	2	8	0	0

∨ **Shared Responsibilities** ∨

School

Benjamin Franklin West has a highly disciplined, tightly structured, calm and orderly atmosphere. To ensure that respect, courtesy and cheerfulness are factors that dominate the campus, teachers establish, model and teach both school and classroom expectations. Teachers also set high expectations for student achievement and encourage them to do their best.

Parents

Parents direction is a key factor in curriculum development, textbook selection, dress code and the discipline program. An agreement of parental support is signed annually by all parents. Parents also support the total school program by serving on a multitude of committees as well as in individual classrooms.

∨ **Transportation Policy** ∨

Benjamin Franklin West Elementary School is an alternative school and school bus transportation is provided within limited boundaries. Mesa School District provided this service for the first time during the school year, 1997-98. Parents who live outside the boundaries must provide their own transportation. Carpooling is also used with lists being provided through the Parent Council. Our boundaries are west of Horne and anything within the Mesa District boundary on the north, south and west.

∨ Calendar Information ∨

Number of Instruction Days:	180	First Day of School:	8/15/02
Average Daily Instruction Time:	1 hrs. 0 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

8/27/02	11/8/02	12/19/02	2/21/03
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Additional Calendar/Report Card Information

Benjamin Franklin West Elementary is an alternative school with grading periods every six weeks. The additional 2 dates are 4/11/03 and 5/29/03.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Multi-purpose Room	W Media Center
W Computer Lab	W Covered Playground Equipment

Extracurricular Activities

W Before/After School Tutoring	W Afterschool Sports Program
W Geography & Spelling Bees	W Student Government
W Writing & Poetry Contests	W Orchestra & Band
W Fall Festival	W Cultural Field Trips

School/Community Resources

W Lunch Program	W Parent Volunteer\Office Help
W Health Services	W Parent Volunteer Programs in the Arts
W Recreational Activities	

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- W Franklin West students demonstrated at least 1 years growth in Spelling,(class average) in all grade levels (1-6) on the Morrison-McCall Spelling Scale for the 2001-2002 school year.
- W Franklin West students in grades 3 & 5 demonstrated good growth on the 2002 AIMS test in Reading, Writing and Math.

W AIMS Summary

%stu. meet or exceed standard

Grade 3, Reading 85, Writing 90, Math 68 in 2001,

Grade 3, Reading 98, Writing 98, Math 91 in 2002.

Grade 5, Reading 81, Writing 67, Math 45 in 2001.

Grade 5, Reading 87, Writing 89, Math 83 in 2002.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	16.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	1.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ 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 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. 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, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
State Poetry Awards	2002
Writing Contest Awards	2002
MASA Award 6th Grade	2002
Math Award	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	82	546	1%	7%	49%	43%
	School State	58840	524	9%	17%	45%	29%
Writing	School	79	573	4%	0%	68%	28%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	80	554	0%	10%	34%	56%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale 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.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	75	529	5%	11%	51%	33%
	State	61305	505	21%	20%	43%	15%
Writing	School	75	553	3%	12%	53%	32%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	77	537	1%	16%	13%	70%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	93	79	60	--	--	--
2	Reading	--	--	--	98	70	50	94	60	52	93	75	53	91	70	57
	Language	--	--	--	99	65	40	98	51	43	97	65	44	94	66	48
	Mathematics	--	--	--	97	82	51	96	68	55	97	76	57	94	82	61
3	Reading	89	70	47	99	61	47	100	70	48	97	66	50	91	73	50
	Language	89	76	49	99	57	51	100	73	54	97	65	56	91	79	57
	Mathematics	90	73	46	99	68	49	100	81	52	97	74	54	90	82	56
4	Reading	96	68	53	98	75	54	97	58	54	96	74	55	92	68	55
	Language	96	56	47	98	64	49	97	54	48	94	65	50	94	59	50
	Mathematics	96	76	51	98	83	54	97	73	55	93	85	57	96	78	58
5	Reading	100	71	51	99	74	51	95	74	51	100	72	51	95	72	53
	Language	100	65	42	98	67	44	96	69	45	100	69	45	94	69	47
	Mathematics	100	79	51	99	83	54	96	76	55	100	79	57	93	83	59
6	Reading	100	63	53	97	77	54	92	71	53	95	81	54	99	75	56
	Language	100	54	41	100	70	44	92	59	44	95	76	45	97	66	47
	Mathematics	100	79	57	100	87	59	92	85	60	95	91	63	100	84	65

∨ Measure of Academic Progress ∨

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 2001 and 2002. 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 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	77	86
Grades 3-4	69	85
Grades 4-5	63	71
Grades 5-6	78	88
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

Children are guided daily by teachers & staff to demonstrate respect for self & others through the reinforcement of a 7 level consistent discipline plan. Parents also agree to support & apply this discipline plan. Monthly fire drill, emergency evacuation drills & safety lock-down drills are scheduled. Trained playground aides, custodial & office staff, support staff and MPS security officers are at times on campus. Carpool\bus areas\parking lots are patrolled.

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).

0

School uniforms are not required at this school.

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.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,766	\$1,613,865
Classroom Supplies	\$40	\$23,407
Administration	\$437	\$254,864
Support Services-Students	\$123	\$71,866
Other Support Services and Operations	\$638	\$372,230
Total Expenditures- All Categories 2000-2001	\$4,005	\$2,336,232

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Donna J. Schaffer	(480) 472-5400	
Transportation Policy	Margene Burk	(480) 472-5400	
Community Resources	Judi Willis	(480) 472-0223	
School Nutrition Programs	Lucy Stapp	(480) 472-5400	
Parent Organization	Mary Ellen Loose	(480) 472-5400	
Student Health/Nurse	Linda Hufnagel	(480) 472-5425	

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.

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