

# Franklin West Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

236 South Surrine, Mesa, AZ 85210

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 LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Highly Performing\*

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

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

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

### School Overview

Principal/Administrator : Mrs. Donna J. Schaffer  
Schedule : 8:00 AM to 4:30 PM  
Grades : K-6  
2003 Enrollment : 573  
Web Address :  
Phone Number : (480) 472-5400  
Fax Number : (480) 472-5444  
E-mail : djschaff@mpsaz.org

### Mission

Franklin West is one of Mesa's four basic alternative schools built with parental input. The emphasis is teaching basic skills and information, while instilling a sense of pride in and respect for self, others and country, in a structured setting.

### School / Academic Goals

- Students will continue to excel on the Stanford 9 Achievement Test in reading, language and math. Franklin has an open door policy which welcomes parent observation in the classroom.
- Students will continue to excel on the Skills Mastery Tests in reading, language and math.

### Instructional Programs

- Alternative Education
- Basic Education, Skill-oriented
- Parent-driven Curriculum
- Traditional Instruction

### Enrollment

October 1, 2002 School Year Student Enrollment : 572  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 573

### Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 6 hours 0 minutes  
First Day of School : 8/14/2003  
Last Day of School : 5/26/2004

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

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



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

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

Council Duties

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

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	23.00
Other Professional Staff	5.00	Teacher Aide	5.67

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

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	4	1	1	0
7 to 9 years	3	5	0	0
10 or more years	3	6	0	0

Shared Responsibilities

School

We have a highly disciplined, well-structured and orderly atmosphere. Respect and courtesy are factors that dominate the campus. Teachers model and teach both school and classroom expectations. Teachers set high expectations for student achievement.

Parents

Parental direction is a key factor in curriculum development, textbook selection, dress code and the discipline program. Parents sign a yearly agreement of support, and they support the total school program by serving on committees and in classes.

Resources Available at School Site

Special Facilities

- ü Multi-purpose Room
- ü Media Center

Extracurricular Activities

- ü Before/After School Tutoring
- ü After School Sports Program
- ü Geography & Spelling Bees
- ü Student Government

Social Services

- ü Lunch Program
- ü Parent Volunteer\Office Help
- ü Health Services
- ü Parent Volunteer Programs in the Arts

Transportation Policy

Franklin West is an alternative school, buses are provided within limited boundaries. They are west of Horne and anything within the Mesa District boundary on the north, south and west. Parents who live outside must provide their own transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Franklin West students demonstrated at least 1 year's growth in Spelling, (class average) in all grade levels (1-6) on the Morrison-McCall Spelling Scale for the 2002-03 school year.
- ü Franklin West students in grades 3 and 5 demonstrated excellent growth on the 2003 AIMS test in Reading, Writing and Math.

School Honors

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

Award/Honor	Year
ü State Poetry Awards	2003
ü Writing Contest Awards	2003
ü MASA Award 6th Grade	2003
ü Math Award	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	22	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	2	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	67	73
Grades 3-4	85	81
Grades 4-5	80	78
Grades 5-6	93	85

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

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

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

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	5599	75372	96	98	101	555	536	523	1	5	9	5	18	25	39	38	36	54	39	30
All Students (Prior Year)	80	5637	70809	NA	NA	NA	554	529	518	0	6	11	10	21	27	34	37	35	56	36	27
Female	31	2725	36901	100	99	101	561	536	524	3	5	8	0	19	25	45	38	36	52	39	31
Male	43	2874	38385	93	98	101	550	536	523	0	5	9	9	17	24	35	38	36	56	39	30
African American	NC	186	3589	NC	96	96	NC	516	501	NC	9	18	NC	30	33	NC	39	33	NC	22	16
Hispanic	14	1758	29103	93	98	99	542	522	510	0	6	12	14	25	31	43	42	36	43	27	20
Asian/Pacific Islander	NC	125	1574	NC	98	96	NC	548	549	NC	2	3	NC	14	14	NC	36	34	NC	48	48
American Indian/Alaskan Native	--	224	5086	--	100	114	--	502	491	--	17	22	--	33	38	--	34	28	--	16	12
White	56	3280	34597	97	98	98	559	544	535	2	3	4	2	14	20	39	37	38	57	46	38
Students with Disabilities	NC	544	8057	NC	101	99	NC	500	496	NC	23	23	NC	25	31	NC	29	28	NC	23	17
Students without Disabilities	71	5055	67315	97	98	101	558	539	525	0	4	8	4	17	24	39	39	37	56	40	31
Limited English Proficient Students	--	606	16925	--	109	112	--	490	482	--	14	27	--	39	40	--	43	26	--	4	7
Migrant Students	--	47	869				--	519	501	--	10	17	--	24	30	--	43	39	--	24	14
Economically Disadvantaged	--	2269	26325				--	519	504	--	8	15	--	26	34	--	40	33	--	26	18
Non-Economically Disadvantaged	74	3330	49047				555	546	530	1	3	6	5	13	21	39	37	37	54	47	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	5584	75221	97	98	101	545	528	523	1	5	8	4	12	16	55	59	56	40	23	21
All Students (Prior Year)	82	5645	70860	NA	NA	NA	546	532	524	1	5	9	7	13	17	49	47	45	43	36	30
Female	31	2719	36833	100	98	100	549	531	526	3	4	6	3	11	15	48	59	56	45	25	23
Male	44	2865	38319	96	98	101	543	525	520	0	6	9	5	13	17	59	59	56	36	22	18
African American	NC	187	3597	NC	96	97	NC	516	510	NC	9	14	NC	20	22	NC	57	53	NC	14	11
Hispanic	14	1750	29019	93	98	99	558	518	513	0	7	12	14	18	21	29	60	55	57	15	13
Asian/Pacific Islander	NC	125	1572	NC	98	95	NC	533	536	NC	2	2	NC	10	9	NC	59	57	NC	29	31
American Indian/Alaskan Native	--	221	5071	--	99	114	--	507	502	--	17	20	--	23	27	--	50	46	--	10	8
White	57	3278	34543	98	98	97	543	533	531	2	4	4	2	9	12	61	59	58	35	28	26
Students with Disabilities	NC	543	8006	NC	100	99	NC	501	505	NC	26	22	NC	22	23	NC	41	42	NC	11	13
Students without Disabilities	72	5041	67215	99	98	101	547	530	524	0	4	7	3	12	16	56	60	56	42	24	21
Limited English Proficient Students	--	598	16853	--	107	112	--	487	489	--	19	29	--	48	36	--	33	32	--	0	3
Migrant Students	--	48	866				--	519	503	--	5	19	--	18	23	--	50	49	--	27	8
Economically Disadvantaged	--	2266	26256				--	516	509	--	10	14	--	19	24	--	57	51	--	14	11
Non-Economically Disadvantaged	75	3318	48965				545	534	528	1	3	5	4	8	13	55	60	58	40	29	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	5503	73654	95	97	99	541	530	530	1	7	9	7	12	13	86	77	70	5	5	7
All Students (Prior Year)	79	5419	68592	NA	NA	NA	573	546	542	4	6	9	0	10	12	68	67	63	28	16	16
Female	29	2681	36239	94	97	99	546	536	537	0	5	7	10	10	11	76	78	72	14	8	10
Male	44	2821	37301	96	96	98	538	525	523	2	8	12	5	13	15	93	75	68	0	3	5
African American	NC	185	3488	NC	95	94	NC	517	515	NC	12	16	NC	17	18	NC	67	62	NC	3	4
Hispanic	14	1731	28348	93	97	96	535	522	520	0	9	13	7	15	17	93	72	65	0	4	5
Asian/Pacific Islander	NC	124	1558	NC	97	95	NC	538	547	NC	4	3	NC	9	8	NC	82	76	NC	4	13
American Indian/Alaskan Native	--	221	4947	--	99	111	--	509	507	--	17	22	--	21	22	--	61	53	--	1	3
White	55	3221	33924	95	96	96	545	535	537	0	4	5	7	10	10	85	80	75	7	6	9
Students with Disabilities	NC	512	7306	NC	95	90	NC	501	506	NC	28	24	NC	19	20	NC	49	52	NC	4	4
Students without Disabilities	70	4991	66348	96	97	100	542	532	531	1	5	8	6	11	13	87	78	71	6	5	8
Limited English Proficient Students	--	591	16422	--	106	109	--	492	495	--	33	30	--	22	27	--	44	43	--	0	0
Migrant Students	--	47	849				--	526	511	--	14	19	--	18	22	--	64	56	--	5	4
Economically Disadvantaged	--	2230	25711				--	519	514	--	12	16	--	17	19	--	68	61	--	3	3
Non-Economically Disadvantaged	73	3273	47943				541	536	535	1	3	7	7	9	11	86	81	74	5	7	9

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	5726	76230	94	98	101	548	517	498	1	6	12	15	31	38	9	13	12	75	50	37
All Students (Prior Year)	77	5695	72888	NA	NA	NA	537	512	494	1	8	14	16	34	40	13	12	12	70	47	34
Female	35	2807	37247	97	98	100	546	517	500	3	5	11	14	33	40	11	13	13	71	49	37
Male	32	2914	38725	91	97	101	550	517	497	0	8	14	16	29	37	6	13	12	78	51	37
African American	--	215	3594	--	93	96	--	490	476	--	15	22	--	42	46	--	12	11	--	32	21
Hispanic	15	1717	28100	107	99	98	545	497	482	0	10	18	7	41	47	13	14	11	80	34	24
Asian/Pacific Islander	NC	117	1447	NC	97	95	NC	534	527	NC	2	5	NC	31	26	NC	10	11	NC	58	58
American Indian/Alaskan Native	NC	241	5292	NC	92	113	NC	490	463	NC	12	31	NC	47	47	NC	14	8	NC	27	14
White	47	3411	35389	90	97	96	545	527	514	2	4	6	17	25	32	9	13	14	72	58	48
Students with Disabilities	NC	563	9022	NC	107	105	NC	475	465	NC	25	31	NC	40	43	NC	13	8	NC	23	17
Students without Disabilities	61	5163	67208	90	97	100	549	519	500	2	5	12	15	30	38	8	13	12	75	52	38
Limited English Proficient Students	--	566	14826	--	111	113	--	458	460	--	30	31	--	54	51	--	7	8	--	9	10
Migrant Students	--	39	837				--	496	478	--	0	19	--	61	51	--	11	8	--	28	21
Economically Disadvantaged	--	2180	25037				--	494	477	--	11	21	--	43	47	--	13	11	--	32	21
Non-Economically Disadvantaged	67	3546	51193				548	528	507	1	4	9	15	24	35	9	13	13	75	59	43

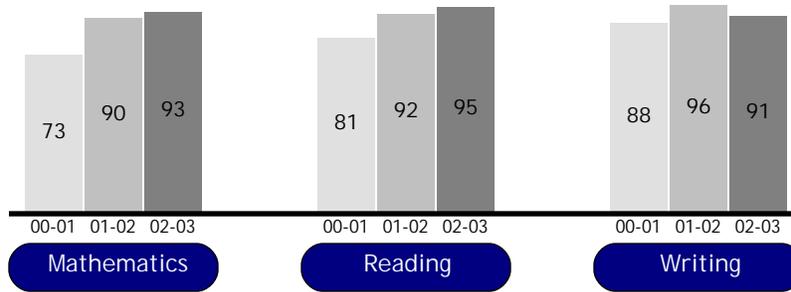
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	5721	76202	99	98	101	520	510	505	4	11	19	18	21	24	59	53	46	19	14	11
All Students (Prior Year)	75	5688	72779	NA	NA	NA	529	510	505	5	13	21	11	19	20	51	48	43	33	20	15
Female	35	2811	37231	97	98	100	524	512	507	0	9	16	17	20	24	63	56	48	20	16	13
Male	35	2906	38718	100	97	101	516	509	503	9	13	22	18	23	24	55	51	44	18	13	10
African American	--	212	3600	--	92	97	--	501	497	--	22	28	--	26	29	--	45	39	--	7	5
Hispanic	16	1708	28090	114	98	98	521	503	497	6	18	28	19	27	30	63	47	37	13	8	5
Asian/Pacific Islander	NC	116	1443	NC	96	95	NC	514	515	NC	9	9	NC	29	19	NC	47	53	NC	16	19
American Indian/Alaskan Native	NC	247	5311	NC	95	113	NC	499	491	NC	20	38	NC	30	31	NC	44	28	NC	6	3
White	49	3411	35371	94	97	96	520	514	512	2	7	10	19	18	20	60	57	54	19	17	16
Students with Disabilities	NC	566	9097	NC	107	106	NC	496	493	NC	29	39	NC	32	27	NC	33	29	NC	6	5
Students without Disabilities	64	5155	67105	94	97	100	521	511	506	5	10	18	16	21	24	61	55	47	19	15	12
Limited English Proficient Students	--	563	14780	--	110	113	--	485	486	--	52	50	--	32	32	--	16	18	--	0	1
Migrant Students	--	39	832				--	498	492	--	29	36	--	24	31	--	41	31	--	6	3
Economically Disadvantaged	--	2173	24961				--	503	495	--	19	32	--	28	30	--	46	34	--	7	4
Non-Economically Disadvantaged	70	3548	51241				520	514	509	4	7	14	18	18	22	59	57	51	19	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	5622	74692	97	96	99	527	510	502	7	12	18	18	26	27	58	53	47	16	9	8
All Students (Prior Year)	75	5511	70710	NA	NA	NA	553	523	512	3	11	17	12	24	26	53	46	42	32	19	16
Female	35	2776	36710	97	97	99	537	516	509	3	9	14	14	24	26	66	56	50	17	10	10
Male	34	2843	37742	97	95	98	516	504	495	13	16	22	22	27	28	50	50	44	16	7	6
African American	--	210	3516	--	91	94	--	492	487	--	23	26	--	27	31	--	49	39	--	1	4
Hispanic	16	1689	27492	114	97	96	523	493	486	6	20	27	6	33	32	81	44	38	6	4	4
Asian/Pacific Islander	NC	114	1428	NC	94	94	NC	523	528	NC	11	8	NC	26	20	NC	45	54	NC	18	18
American Indian/Alaskan Native	NC	240	5166	NC	92	110	NC	489	470	NC	23	39	NC	34	32	NC	40	27	NC	3	2
White	48	3344	34785	92	95	94	527	519	517	9	9	10	22	23	23	50	58	56	20	11	11
Students with Disabilities	NC	502	8428	NC	95	98	NC	481	472	NC	31	38	NC	29	30	NC	38	29	NC	3	3
Students without Disabilities	63	5120	66264	93	96	99	527	512	503	8	12	17	17	26	27	57	54	48	17	9	8
Limited English Proficient Students	--	552	14363	--	108	109	--	451	459	--	62	47	--	26	34	--	12	19	--	0	1
Migrant Students	--	39	814				--	494	475	--	22	33	--	33	37	--	33	27	--	11	2
Economically Disadvantaged	--	2143	24507				--	491	480	--	22	31	--	32	33	--	42	33	--	4	3
Non-Economically Disadvantaged	69	3479	50185				527	520	511	7	8	13	18	23	24	58	59	53	16	11	10

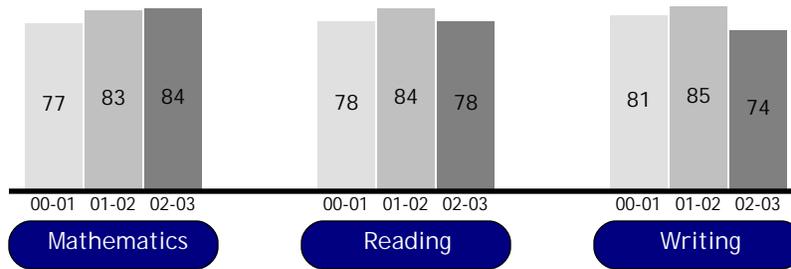
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

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

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

**Glossary:**

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

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

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

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

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

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	75	60	53	100	65	51	44	100	78	61	50
	Language	100	65	47	45	100	64	42	39	100	70	49	43
	Mathematics	100	76	63	56	100	81	57	52	99	87	67	57
3	Reading	100	65	56	50	100	71	50	43	99	74	57	47
	Language	100	65	58	55	100	77	53	50	99	79	61	54
	Mathematics	100	74	60	53	100	79	55	50	97	81	64	54
4	Reading	99	73	61	55	100	62	51	47	100	79	62	52
	Language	98	64	53	50	100	55	47	45	100	72	54	48
	Mathematics	97	85	66	56	100	77	59	52	100	84	68	57
5	Reading	100	72	59	51	100	71	51	46	97	74	59	50
	Language	100	69	50	46	100	67	45	43	97	76	53	46
	Mathematics	100	79	66	56	100	80	63	54	100	81	68	57
6	Reading	100	81	62	54	100	73	56	49	100	78	62	53
	Language	100	76	52	46	100	63	47	42	100	74	53	45
	Mathematics	100	91	73	61	100	84	71	58	100	87	75	62

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

School Safety

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

Children are guided by staff to show respect for self & others through the reinforcement of a 7 level discipline plan. Fire drill, emergency evac. drills & safety lock-down drills are set. Playground, custodial, office, & support staff are trained.

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	Donna J. Schaffer	(480) 472-5429
Transportation Policy	Margene Burk	(480) 472-5400
Community Resources	Judi Willis	(480) 472-0223
School Nutrition Programs	Lucy Stapp	(480) 472-5435
Parent Organization	Glen & Jeannie Burton	(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](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

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

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

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

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

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

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

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

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

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

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

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