

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

236 South Serrine, 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

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

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

School Overview

Principal/Administrator : Mrs. Donna J. Schaffer
 Schedule : 8:00 AM to 4:30 PM
 Grades : K-6
 2004 Enrollment : 553
 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 on basic skills and information, while instilling a sense of pride and respect for self, others and country in a structured setting. Students are prepared for the outside world by challenging them to compete for achievement standards in the classroom and developing an atmosphere of tolerance, respect and acceptance of all students. We have an open door policy which welcomes parent visits.

School / Academic Goals

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

Enrollment

October 1, 2003 School Year Student Enrollment : 522
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 553

Instructional Programs

- Ü Alternative Education
- Ü Basic Education, Skill-oriented
- Ü Strong Parental Involvement
- Ü Traditional Instructional Strategy
- Ü Parent-Driven Curriculum
- Ü Self-Contained Classrooms
- Ü Whole Group Instruction
- Ü Extensive Student Tracking

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

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. We provide a safe environment which fosters learning and a high level of mastery.

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 two committees yearly, and volunteering in classes when possible. They provide support for the homework policy and provide a quiet time and place for students to do homework.

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 this area must provide their own transportation.

School Honors

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

Award/Honor	Year
Ü Mesa District and State Poetry Awards	2004
Ü Mesa District, City of Mesa	2004
Ü State Writing Contest Awards	2004
Ü MASA Award 6th Grade	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	5651	75509	100	98	100	564	532	521	0	9	13	3	19	23	42	33	33	55	39	31
All Students (Prior Year)	74	5599	75372	96	98	100	555	536	523	1	5	9	5	18	25	39	38	36	54	39	30
Female	37	2784	37013	100	98	100	564	534	522	0	9	12	3	19	24	41	34	33	57	39	31
Male	28	2859	38430	100	98	99	564	531	521	0	10	14	4	19	22	43	32	33	54	38	31
African American	--	218	3660	--	98	99	--	509	496	--	17	24	--	26	31	--	32	28	--	25	18
Hispanic	NC	1862	30486	NC	99	99	NC	515	505	NC	13	18	NC	25	29	NC	35	32	NC	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	55	3216	35192	100	98	99	573	544	534	0	6	8	2	15	19	35	32	35	64	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	63	5052	65801	100	98	98	566	537	525	0	7	11	3	18	23	41	34	34	56	41	33
Limited English Proficient Students	--	1053	16928	--	100	100	--	506	485	--	17	29	--	27	33	--	33	26	--	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	27	2909	36411				558	514	503	0	14	19	4	24	29	37	34	32	59	27	20
Non-Economically Disadvantaged	38	2742	39040				569	550	534	0	5	8	3	14	19	45	32	34	53	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	5641	75492	100	98	100	538	522	519	6	11	12	5	14	16	51	48	47	38	27	24
All Students (Prior Year)	75	5584	75221	97	98	100	545	528	523	1	5	8	4	12	16	55	59	56	40	23	21
Female	37	2785	37014	100	98	100	544	526	523	3	9	10	3	13	15	57	49	48	38	29	27
Male	28	2850	38400	100	98	99	532	518	516	11	13	14	7	16	17	43	48	47	39	24	21
African American	--	218	3665	--	98	99	--	509	505	--	14	20	--	22	22	--	53	43	--	11	14
Hispanic	NC	1851	30438	NC	98	99	NC	509	508	NC	17	17	NC	20	21	NC	49	47	NC	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	55	3215	35177	100	98	99	542	530	528	4	7	8	4	11	13	51	48	49	42	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	63	5052	65785	100	98	98	541	525	522	3	7	10	5	14	16	52	50	49	40	28	26
Limited English Proficient Students	--	1047	16905	--	100	100	--	499	489	--	25	34	--	24	28	--	40	32	--	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	27	2904	36302				535	510	507	11	16	18	4	19	21	44	49	46	41	15	14
Non-Economically Disadvantaged	38	2737	39164				541	534	528	3	5	8	5	10	13	55	48	48	37	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	5611	75053	100	98	99	635	578	597	3	10	7	5	14	12	80	68	72	12	7	9
All Students (Prior Year)	73	5503	73654	95	97	99	541	530	530	1	7	9	7	12	13	86	77	70	5	5	7
Female	37	2774	36872	100	98	99	671	604	621	0	6	5	5	11	9	76	73	74	19	10	12
Male	28	2831	38109	100	97	99	587	552	573	7	14	10	4	17	14	86	64	69	4	4	6
African American	--	216	3636	--	97	99	--	545	568	--	15	12	--	18	16	--	62	67	--	4	6
Hispanic	NC	1847	30235	NC	98	98	NC	541	575	NC	14	9	NC	17	14	NC	66	70	NC	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	55	3193	35028	100	97	99	638	599	613	4	8	6	2	12	10	82	70	73	13	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	63	5023	65428	100	98	98	642	587	604	2	8	6	3	13	11	83	71	73	13	8	10
Limited English Proficient Students	--	1044	16765	--	100	100	--	524	525	--	16	17	--	20	20	--	63	60	--	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	27	2890	36077				634	542	566	4	14	10	7	17	16	70	65	69	19	3	5
Non-Economically Disadvantaged	38	2721	38950				636	613	618	3	6	5	3	11	9	87	71	73	8	12	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	5809	76019	100	99	100	552	514	499	0	9	14	15	34	39	12	13	14	73	44	33
All Students (Prior Year)	67	5726	76230	94	98	100	548	517	498	1	6	12	15	31	38	9	13	12	75	50	37
Female	38	2821	37207	100	99	100	534	514	499	0	8	12	24	35	41	11	13	14	66	44	33
Male	37	2979	38677	100	99	100	569	515	498	0	11	15	5	32	38	14	13	13	81	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	NC	1790	29458	NC	99	100	NC	490	480	NC	15	20	NC	48	48	NC	11	12	NC	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	--	263	4735	--	100	100	--	476	466	--	27	28	--	41	49	--	11	10	--	21	13
White	63	3386	35880	100	98	100	561	529	515	0	5	7	10	26	32	10	14	16	81	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	70	5190	66233	100	98	99	550	519	503	0	6	11	14	33	39	13	14	14	73	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	30	2753	35714				534	493	480	0	15	20	20	44	47	20	12	12	60	29	20
Non-Economically Disadvantaged	45	3056	40266				564	531	513	0	5	9	11	25	33	7	14	15	82	56	43

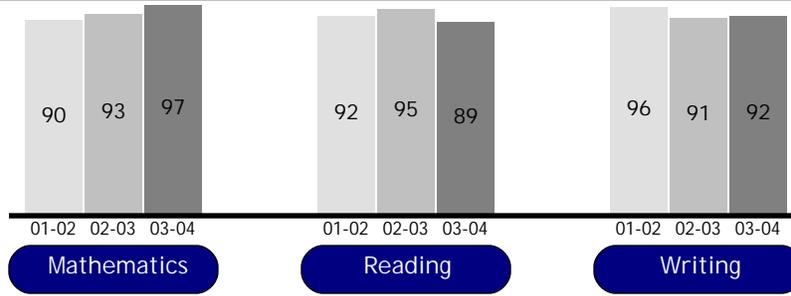
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	5803	76020	100	99	100	525	507	503	0	20	25	19	22	23	52	43	40	29	16	12
All Students (Prior Year)	70	5721	76202	99	98	100	520	510	505	4	11	19	18	21	24	59	53	46	19	14	11
Female	38	2820	37213	100	99	100	521	508	504	0	17	22	18	21	23	58	46	42	24	16	13
Male	37	2973	38666	100	99	100	529	505	501	0	22	29	19	22	22	46	41	38	35	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	NC	1784	29442	NC	99	99	NC	496	494	NC	33	37	NC	26	26	NC	34	31	NC	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	--	263	4735	--	100	100	--	491	489	--	46	48	--	25	25	--	25	24	--	4	3
White	63	3386	35890	100	98	100	529	513	511	0	12	15	16	19	20	51	48	48	33	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	70	5186	66236	100	98	99	524	509	504	0	16	23	16	22	23	54	45	42	30	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	30	2745	35703				525	497	494	0	31	37	33	26	26	47	36	31	20	8	6
Non-Economically Disadvantaged	45	3058	40274				525	514	509	0	11	17	9	18	20	56	49	47	36	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	75	5771	75673	100	98	100	566	530	530	3	15	12	13	25	25	84	56	58	0	5	4
All Students (Prior Year)	69	5622	74692	97	96	99	527	510	502	7	12	18	18	26	27	58	53	47	16	9	8
Female	38	2805	37099	100	98	100	583	549	548	0	10	8	11	22	22	89	62	64	0	6	6
Male	37	2956	38441	100	98	99	549	511	513	5	19	16	16	27	29	78	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	NC	1776	29305	NC	99	99	NC	495	507	NC	21	16	NC	33	31	NC	44	51	NC	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	--	261	4707	--	99	100	--	486	492	--	23	19	--	33	33	--	43	46	--	1	1
White	63	3366	35760	100	98	99	569	549	550	3	11	9	11	20	21	86	62	64	0	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	70	5166	65967	100	98	99	571	537	536	0	12	10	14	25	25	86	59	60	0	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	30	2731	35541				558	500	504	3	20	17	13	31	31	83	47	50	0	2	2
Non-Economically Disadvantaged	45	3040	40091				572	553	550	2	10	9	13	19	21	84	63	64	0	7	6

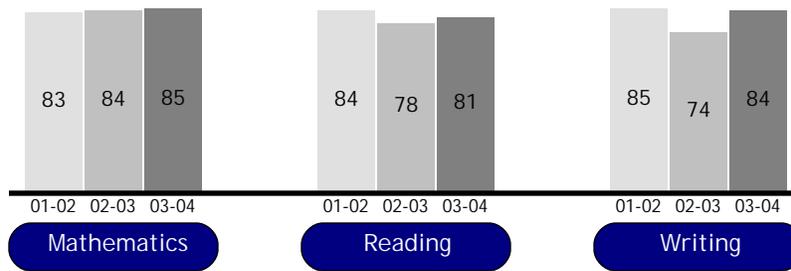
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

School Improvement - Year 1:

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

School Improvement - Year 2:

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

Corrective Action:

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

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

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	65	51	44	100	78	61	50	97	74	NA	58
	Language	100	64	42	39	100	70	49	43	96	61	53	50
	Mathematics	100	81	57	52	99	87	67	57	97	85	71	64
3	Reading	100	71	50	43	99	74	57	47	100	78	NA	55
	Language	100	77	53	50	99	79	61	54	100	83	63	61
	Mathematics	100	79	55	50	97	81	64	54	100	88	66	61
4	Reading	100	62	51	47	100	79	62	52	100	76	NA	56
	Language	100	55	47	45	100	72	54	48	100	71	55	52
	Mathematics	100	77	59	52	100	84	68	57	100	81	68	61
5	Reading	100	71	51	46	97	74	59	50	100	74	NA	55
	Language	100	67	45	43	97	76	53	46	100	76	55	49
	Mathematics	100	80	63	54	100	81	68	57	100	89	71	63
6	Reading	100	73	56	49	100	78	62	53	100	69	NA	56
	Language	100	63	47	42	100	74	53	45	100	70	55	48
	Mathematics	100	84	71	58	100	87	75	62	100	89	76	66

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 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 2004-05

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

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	2	0	0
4 to 6 years	1	1	1	0
7 to 9 years	1	5	0	0
10 or more years	4	6	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 20.25
 Core academic classes taught by Highly Qualified (NCLB) teachers. 20.25
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Multi-Purpose Room
- Ü Media Center
- Ü Computer Labs
- Ü Covered Ramadas for Playground Equipment

Extracurricular Activities

- Ü Before/After School Tutoring at No Cost
- Ü After School Sports Program
- Ü Geography & Spelling Bees
- Ü Student Government
- Ü Cultural Field Trips
- Ü Science Field Trip
- Ü Writing & Poetry Contests
- Ü Fall Festival

Social Services

- Ü Lunch Program
- Ü Parent Volunteer\Office Help
- Ü Health Services
- Ü Parent Volunteer Programs in the Arts
- Ü Recreational Activities
- Ü Parent Donation of Library Books

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Franklin West students demonstrated at least one year's growth in spelling, (class average) in all grade levels (1-6) on the Morrison-McCall Spelling Scale for the 2003-2004 school year.
- ü Franklin West students in grades two through six demonstrated excellent growth on the 2003-2004 Stanford 9 test in reading, writing and math. Franklin West ranked among the top 10 schools in the Mesa Unified District.
- ü Franklin West students performed at a high rate of achievement on the Skills Mastery Test in grades one through six for the 2003-2004 school year.
- ü Monthly assessments of students in grades one through six demonstrated excellent achievement in class average gains in the areas of reading, composition, subtraction facts and multiplication facts.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	67	73
Grades 3-4	74	77
Grades 4-5	72	78
Grades 5-6	73	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 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

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

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

School Safety

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

Children are guided by teacher & staff to show respect for self & others through the reinforcement of a 7 level discipline plan. Parents also agree to support & apply this discipline plan. Monthly fire drills, emergency evacuation drills & safety lock-down drills are scheduled throughout the year. Trained playground, custodial, office, & support staff are on campus at all times. Mesa schools security is available immediately and are at times on campus. Bus/carpool/parking areas 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

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	Mike Cowan	(480) 472-0223
School Nutrition Programs	Lucy Stapp	(480) 472-5435
Parent Organization	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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

Footnotes

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

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

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

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

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

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

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

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

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

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

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

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

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.