

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School Overview

Principal/Administrator : Mrs. Donna J. Schaffer  
 Schedule : 07:00 AM to 05:00 PM  
 Grades : K-6  
 2005 Enrollment : 550  
 Web Address : www.mpsaz.org/franke/  
 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 AIMS and Terra Nova Tests 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, 2004 School Year Student Enrollment : 535  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 535

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 :	8/12/2005
Last Day of School :	5/25/2006

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	2005
ü Mesa Public Schools District Writing Contest Awards	2005
ü State Writing Contest Awards	2005
ü MASA Award 6th Grade	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	5983	79306	100	99	99	478	454	445	0	6	10	6	15	18	57	53	51	37	26	20
All Students (Prior Year)	65	5651	75509	100	98	100	564	532	521	0	9	13	3	19	23	42	33	33	55	39	31
Female	46	2922	38691	100	99	99	482	454	446	0	5	10	7	16	18	50	53	52	43	25	20
Male	23	3060	40583	100	99	99	468	455	445	0	7	11	5	14	18	71	52	50	24	27	21
African American	NC	269	4041	NC	100	99	NC	429	426	NC	12	17	NC	19	23	NC	57	50	NC	12	10
Hispanic	25	2187	32869	100	100	99	473	437	429	0	9	15	4	21	25	63	58	51	33	12	10
Asian/Pacific Islander	NC	150	1935	NC	99	99	NC	468	474	NC	5	3	NC	9	9	NC	48	48	NC	37	40
American Indian/Alaskan Native	--	221	4264	--	98	100	--	437	419	--	9	19	--	27	30	--	54	45	--	10	6
White	39	3156	36197	100	99	99	484	468	463	0	4	5	5	10	11	50	49	53	45	37	31
Students with Disabilities	NC	685	10321	NC	100	100	NC	377	389	NC	25	30	NC	29	27	NC	37	34	NC	9	9
Students without Disabilities	66	5298	69060	99	99	98	477	464	454	0	4	7	6	13	17	58	55	54	36	28	22
Limited English Proficient Students	NC	703	15509	NC	100	100	NC	391	406	NC	17	20	NC	28	30	NC	49	45	NC	6	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	34	3051	39415	97	97	96	470	442	431	0	9	15	3	21	25	70	56	50	27	14	10
Non-Economically Disadvantaged	35	2932	39966	100	100	100	485	466	459	0	4	6	9	9	12	44	50	52	47	38	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	5986	79395	100	0	99	482	454	446	0	6	9	15	21	25	63	60	55	22	13	11
All Students (Prior Year)	65	5641	75492	100	98	100	538	522	519	6	11	12	5	14	16	51	48	47	38	27	24
Female	46	2926	38743	100	0	100	491	458	451	0	5	7	13	20	24	57	61	57	30	15	12
Male	23	3059	40618	100	0	99	462	450	440	0	7	11	19	23	27	76	58	53	5	12	9
African American	NC	269	4052	NC	0	100	NC	434	434	NC	9	11	NC	24	29	NC	60	54	NC	6	6
Hispanic	25	2189	32915	100	0	99	471	433	426	0	10	15	17	32	35	67	53	47	17	5	4
Asian/Pacific Islander	NC	150	1936	NC	0	99	NC	469	468	NC	2	3	NC	15	14	NC	58	63	NC	25	19
American Indian/Alaskan Native	--	220	4271	--	0	100	--	437	420	--	8	15	--	33	42	--	56	41	--	3	2
White	39	3158	36221	100	0	99	491	469	465	0	3	4	13	14	15	61	64	63	26	20	17
Students with Disabilities	NC	684	10331	NC	0	100	NC	375	388	NC	21	25	NC	40	37	NC	34	34	NC	5	4
Students without Disabilities	66	5302	69139	99	0	99	483	464	454	0	4	7	14	19	24	64	63	58	22	15	11
Limited English Proficient Students	NC	703	15545	NC	0	100	NC	382	399	NC	18	21	NC	43	42	NC	36	35	NC	2	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	34	3052	39484	97	0	96	471	440	429	0	9	14	15	30	35	73	55	47	12	6	4
Non-Economically Disadvantaged	35	2934	39986	100	0	100	493	466	461	0	2	4	15	13	16	53	64	63	32	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	69	5935	78869	100	98	99	480	442	442	1	6	6	7	21	21	73	62	63	18	12	10
All Students (Prior Year)	65	5611	75053	100	98	99	635	578	597	3	10	7	5	14	12	80	68	72	12	7	9
Female	46	2903	38536	100	99	99	487	458	458	2	4	4	4	14	15	72	65	67	22	16	14
Male	23	3031	40302	100	98	99	465	425	428	0	8	8	14	26	26	76	58	60	10	8	7
African American	NC	267	4015	NC	100	99	NC	426	430	NC	6	8	NC	25	24	NC	61	61	NC	7	7
Hispanic	25	2160	32606	100	98	98	466	419	426	4	9	8	8	29	27	75	57	60	13	5	5
Asian/Pacific Islander	NC	150	1925	NC	99	99	NC	455	471	NC	5	3	NC	15	11	NC	59	64	NC	21	22
American Indian/Alaskan Native	--	216	4245	--	96	100	--	426	423	--	8	9	--	30	26	--	55	61	--	8	4
White	39	3142	36078	100	98	99	493	457	459	0	4	4	5	15	16	71	65	66	24	16	14
Students with Disabilities	NC	676	10246	NC	100	100	NC	347	367	NC	18	18	NC	40	39	NC	37	40	NC	5	4
Students without Disabilities	66	5259	68697	99	98	98	479	454	454	2	4	4	8	18	18	73	65	67	17	13	11
Limited English Proficient Students	NC	687	15339	NC	100	100	NC	366	399	NC	15	11	NC	35	31	NC	48	54	NC	3	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	34	3015	39106	97	96	95	464	426	427	3	8	8	9	28	28	79	59	59	9	5	5
Non-Economically Disadvantaged	35	2920	39837	100	100	100	496	457	457	0	4	4	6	13	14	68	64	67	26	19	15

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	5594	78906	98	99	99	540	509	498	5	8	13	5	15	19	46	50	48	43	26	20
All Students (Prior Year)	75	5809	76019	100	99	100	552	514	499	0	9	14	15	34	39	12	13	14	73	44	33
Female	24	2679	38644	96	99	99	549	507	500	0	8	12	0	16	19	50	51	49	50	25	19
Male	32	2915	40236	100	99	99	533	510	497	9	8	15	9	15	19	44	50	46	38	28	20
African American	--	219	4087	--	100	99	--	482	481	--	15	20	--	17	24	--	55	45	--	13	11
Hispanic	14	1921	31938	100	100	99	556	486	481	0	13	19	0	23	25	36	51	46	64	13	10
Asian/Pacific Islander	NC	136	1805	NC	100	98	NC	526	536	NC	7	5	NC	8	8	NC	50	45	NC	35	42
American Indian/Alaskan Native	--	237	4593	--	100	100	--	479	467	--	19	26	--	24	29	--	48	39	--	9	6
White	40	3081	36483	98	98	99	534	525	517	8	4	7	5	10	13	53	50	51	35	36	30
Students with Disabilities	NC	650	10664	NC	100	100	NC	417	430	NC	33	42	NC	26	27	NC	33	26	NC	7	5
Students without Disabilities	54	4944	68310	95	98	98	544	521	509	2	5	9	6	14	18	48	53	51	44	29	22
Limited English Proficient Students	--	560	12573	--	100	100	--	427	454	--	23	27	--	31	30	--	41	38	--	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	22	2737	38679	100	95	96	525	495	483	9	13	20	5	21	25	50	50	45	36	15	10
Non-Economically Disadvantaged	34	2857	40295	97	100	100	550	520	513	3	4	7	6	9	13	44	51	50	47	36	30

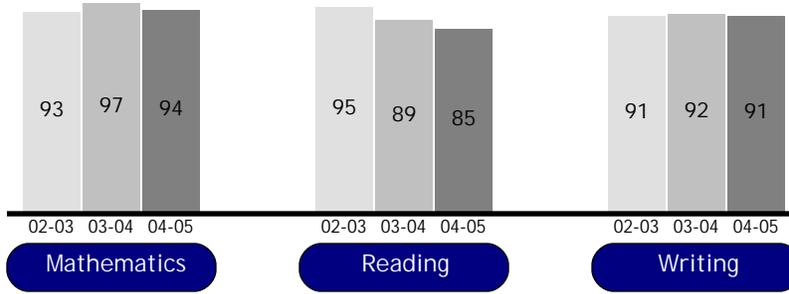
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	5599	78908	100	0	99	519	491	484	2	6	10	4	19	23	74	63	58	21	12	9
All Students (Prior Year)	75	5803	76020	100	99	100	525	507	503	0	20	25	19	22	23	52	43	40	29	16	12
Female	25	2681	38648	100	0	99	527	494	489	0	5	8	4	18	22	76	64	61	20	12	10
Male	32	2918	40233	100	0	99	512	489	479	3	7	12	3	20	25	72	61	55	22	12	8
African American	--	218	4092	--	0	99	--	472	473	--	9	12	--	24	28	--	61	54	--	6	5
Hispanic	14	1925	31940	100	0	99	520	470	465	0	12	16	0	30	32	79	53	49	21	5	3
Asian/Pacific Islander	NC	136	1805	NC	0	98	NC	498	507	NC	1	4	NC	21	13	NC	67	65	NC	12	18
American Indian/Alaskan Native	--	238	4569	--	0	100	--	469	457	--	11	18	--	31	39	--	56	41	--	3	2
White	41	3082	36502	100	0	99	519	507	502	2	3	4	2	12	14	76	69	67	20	17	15
Students with Disabilities	NC	651	10665	NC	0	100	NC	409	423	NC	21	30	NC	38	36	NC	38	31	NC	4	2
Students without Disabilities	55	4948	68312	96	0	98	521	502	493	0	4	7	4	17	21	75	66	62	22	13	10
Limited English Proficient Students	--	559	12556	--	0	100	--	408	436	--	22	24	--	43	40	--	32	35	--	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	22	2742	38662	100	0	96	507	479	468	5	10	16	9	28	32	73	56	49	14	5	3
Non-Economically Disadvantaged	35	2857	40315	100	0	100	526	502	498	0	2	5	0	11	15	74	68	66	26	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	56	5524	78750	98	98	99	559	500	500	0	5	6	9	28	29	79	63	63	13	3	2
All Students (Prior Year)	75	5771	75673	100	98	100	566	530	530	3	15	12	13	25	25	84	56	58	0	5	4
Female	24	2649	38586	96	98	99	574	514	515	0	4	4	0	21	22	88	70	71	13	4	3
Male	32	2874	40135	100	98	99	547	488	486	0	7	8	16	35	35	72	56	56	13	2	1
African American	--	215	4081	--	99	99	--	486	488	--	4	8	--	36	32	--	57	59	--	3	2
Hispanic	14	1884	31841	100	98	99	560	479	483	0	8	8	0	37	36	100	54	55	0	2	1
Asian/Pacific Islander	NC	136	1802	NC	100	98	NC	521	533	NC	2	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	--	231	4586	--	97	100	--	481	481	--	10	8	--	34	37	--	53	54	--	2	1
White	40	3058	36440	98	98	99	560	514	516	0	4	3	10	23	22	73	69	71	18	4	4
Students with Disabilities	NC	642	10622	NC	100	100	NC	390	415	NC	22	21	NC	48	50	NC	26	28	NC	4	1
Students without Disabilities	54	4882	68196	95	97	98	563	515	513	0	3	3	6	26	25	81	68	69	13	3	3
Limited English Proficient Students	--	541	12504	--	100	100	--	407	451	--	17	12	--	48	44	--	33	43	--	3	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	22	2686	38558	100	93	96	548	486	485	0	9	8	14	37	37	82	53	54	5	1	1
Non-Economically Disadvantaged	34	2838	40260	97	100	100	566	513	514	0	3	3	6	21	21	76	71	72	18	5	4

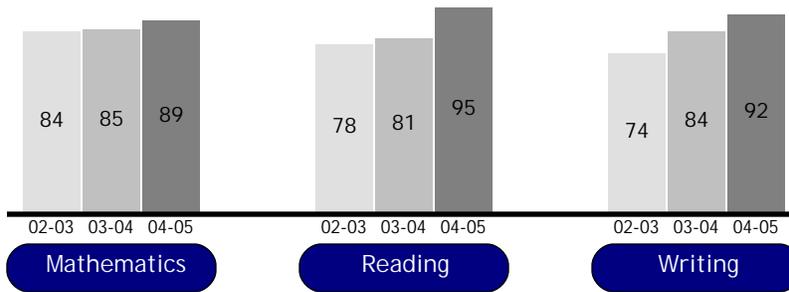
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	78	61	50	97	74	NA	58	99	65	50	47
	Language	100	70	49	43	96	61	53	50	99	67	49	47
	Mathematics	99	87	67	57	97	85	71	64	99	75	54	50
3	Reading	99	74	57	47	100	78	NA	55	100	62	50	44
	Language	99	79	61	54	100	83	63	61	100	61	49	44
	Mathematics	97	81	64	54	100	88	66	61	100	68	55	51
4	Reading	100	79	62	52	100	76	NA	56	100	72	52	48
	Language	100	72	54	48	100	71	55	52	100	72	52	49
	Mathematics	100	84	68	57	100	81	68	61	100	79	59	53
5	Reading	97	74	59	50	100	74	NA	55	100	73	55	50
	Language	97	76	53	46	100	76	55	49	100	71	55	50
	Mathematics	100	81	68	57	100	89	71	63	98	62	54	49
6	Reading	100	78	62	53	100	69	NA	56	100	65	58	51
	Language	100	74	53	45	100	70	55	48	100	67	54	47
	Mathematics	100	87	75	62	100	89	76	66	100	81	62	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://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)
- 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	3.00	Teacher Aide	6.67

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	1	5	1	0
10 or more years	3	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 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
- Ü Speech Therapy
- Ü English-Spanish Lanugage Interpretors

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- 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 three through six demonstrated excellent growth on the 2004-2005 AIMS 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 2004-2005 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 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	6	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

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

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

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

School Safety

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

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 for school year 2004-05 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	Donna J. Schaffer	(480) 472-5429
Transportation Policy	Melody Burbank	(480) 472-5400
Community Resources	Mike Cowan	(480) 472-0223
School Nutrition Programs	Norene Ohlund	(480) 472-5435
Parent Organization	Denise Staples	(480) 472-5400
Student Health/Nurse	Gloria Cole	(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 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](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.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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

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

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

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

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

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

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

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

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