

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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 LEARNS¹

Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

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

School Overview

Principal/Administrator : Mrs. Donna J. Schaffer
 Schedule : 07:00 AM to 05:00 PM
 Grades : K-6
 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.

No Child Left Behind

Adequate Yearly Progress (b)

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

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

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

School / Academic Goals

- ü Students will continue to 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, 2005 School Year Student Enrollment : 532
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 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 :	8/15/2005
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	78	5547	80010	99	98	99	477	453	447	NA	8	10	6	16	18	58	56	53	36	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2719	38935	97	98	99	476	452	447	NA	8	9	9	17	19	56	56	55	35	19	17
Male	44	2828	40974	100	98	98	478	453	448	NA	8	11	5	15	18	59	55	52	36	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	25	2182	34545	100	98	99	460	434	432	NA	12	14	12	23	24	60	56	53	28	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	--	226	3979	--	97	96	--	436	424	--	14	17	--	23	30	--	51	47	--	11	6
White	49	2783	35142	98	98	99	484	469	465	NA	4	5	4	9	11	57	55	56	39	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	75	4902	69849	100	99	100	477	457	451	NA	5	7	7	14	17	57	58	56	36	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	41	3005	39029	98	97	98	465	437	432	NA	11	14	7	22	25	68	57	52	24	10	9
Non-Economically Disadvantaged	37	2542	40981	100	99	100	491	472	462	NA	4	6	5	9	13	46	54	54	49	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	5457	79438	100	97	98	479	457	451	NA	7	9	15	21	24	65	60	56	20	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	2686	38775	100	97	99	479	463	457	NA	5	7	14	19	22	69	62	58	17	14	13
Male	44	2770	40560	100	96	97	479	452	446	NA	8	12	16	23	25	61	58	54	23	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	25	2140	34297	100	96	98	461	437	434	NA	11	14	36	31	31	52	54	50	12	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	--	218	3940	--	94	95	--	443	429	--	10	14	--	27	36	--	57	47	--	6	3
White	50	2744	34887	100	97	98	485	475	471	NA	3	4	6	13	15	74	65	63	20	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	75	4900	69850	100	99	100	480	461	456	NA	5	7	15	20	23	64	62	59	21	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	42	2946	38685	100	95	97	471	441	435	NA	10	14	21	29	32	57	55	50	21	5	5
Non-Economically Disadvantaged	37	2511	40753	100	98	99	488	477	467	NA	3	5	8	12	16	73	65	62	19	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5524	79971	99	98	99	438	415	423	3	8	8	38	46	41	55	44	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2715	38974	97	98	99	457	429	437	NA	5	5	32	40	33	59	53	57	9	2	4
Male	44	2808	40895	100	97	98	423	402	410	5	11	10	43	53	47	52	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	25	2166	34481	100	97	99	430	399	410	NA	12	10	52	53	46	48	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	--	224	3995	--	97	96	--	403	409	--	11	10	--	50	47	--	38	42	--	0	1
White	49	2779	35150	98	98	99	437	429	437	4	5	5	35	41	35	57	52	56	4	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	75	4879	69713	100	99	100	439	420	429	3	6	5	37	45	39	56	46	52	4	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	41	2986	38994	98	97	98	441	401	409	2	11	10	32	52	47	61	36	41	5	1	1
Non-Economically Disadvantaged	37	2538	40977	100	99	100	435	432	437	3	4	5	46	40	34	49	53	56	3	3	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	5739	80147	99	98	99	519	498	482	NA	6	11	1	13	17	51	48	49	47	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2849	39281	98	99	99	522	498	483	NA	5	9	2	13	17	52	49	50	46	33	24
Male	22	2889	40780	100	98	98	514	497	482	NA	7	12	NA	12	17	50	48	48	50	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	25	2106	33494	100	98	99	518	479	466	NA	9	15	NA	18	23	52	55	49	48	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	--	239	4117	--	98	96	--	472	456	--	10	19	--	25	27	--	50	46	--	15	8
White	38	2998	36122	97	98	99	522	514	501	NA	4	5	3	8	10	47	44	50	50	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	65	5082	69852	100	99	100	521	503	488	NA	4	7	NA	11	16	52	50	51	48	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	31	2944	38371	97	97	97	511	480	465	NA	9	15	3	18	23	52	52	49	45	20	13
Non-Economically Disadvantaged	37	2795	41776	100	99	100	526	516	498	NA	3	6	NA	7	11	51	45	49	49	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	5655	79686	99	97	98	508	478	470	NA	7	11	4	21	24	71	61	57	25	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	2823	39163	98	98	99	512	482	475	NA	6	9	7	19	22	63	63	60	30	12	10
Male	22	2831	40438	100	96	97	501	474	465	NA	9	13	NA	22	25	86	60	54	14	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	25	2071	33299	100	96	98	492	458	452	NA	12	17	8	30	32	76	54	47	16	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	--	236	4087	--	97	96	--	454	446	--	10	16	--	40	38	--	49	44	--	1	2
White	38	2959	35914	97	97	98	521	495	489	NA	3	5	NA	13	15	68	67	67	32	17	14
Students with Disabilities	NC	571	9808	NC	78	87	NC	440	432	NC	25	35	NC	35	32	NC	35	30	NC	5	3
Students without Disabilities	65	5084	69878	100	99	100	509	482	475	NA	5	8	5	19	23	69	64	61	26	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	31	2879	38095	97	95	97	490	462	452	NA	11	17	10	29	32	81	55	48	10	5	3
Non-Economically Disadvantaged	37	2776	41591	100	98	99	524	495	486	NA	3	6	NA	13	16	62	67	65	38	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	5728	80372	97	98	99	498	476	475	NA	3	4	12	31	30	88	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2841	39452	96	99	99	503	487	488	NA	2	3	4	22	22	96	73	72	NA	3	3
Male	22	2887	40836	100	98	98	488	464	464	NA	4	6	27	39	37	73	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	25	2102	33608	100	98	99	492	460	462	NA	6	6	16	38	36	84	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	--	239	4128	--	98	97	--	462	464	--	3	4	--	48	39	--	49	56	--	NA	1
White	37	2995	36213	95	98	99	505	487	489	NA	2	2	5	24	22	95	72	72	NA	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	64	5077	69846	98	99	100	498	481	482	NA	2	3	13	28	26	88	68	69	NA	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	31	2941	38521	97	97	98	494	462	461	NA	5	6	16	38	38	84	56	55	NA	1	1
Non-Economically Disadvantaged	36	2787	41851	97	99	100	502	491	489	NA	1	3	8	23	22	92	73	72	NA	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	5603	79306	100	98	99	569	518	504	NA	9	13	2	15	20	30	50	49	68	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2724	38845	100	98	99	570	518	505	NA	8	11	NA	16	20	33	51	50	67	26	18
Male	30	2879	40383	100	97	98	568	517	504	NA	10	14	3	14	19	27	50	47	70	26	19
African American	--	240	4171	--	98	98	--	494	485	--	15	20	--	23	26	--	50	44	--	12	10
Hispanic	11	2000	32673	100	98	99	529	496	487	NA	14	18	9	22	25	55	52	46	36	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	232	4034	--	98	97	--	493	479	--	15	22	--	27	29	--	48	43	--	10	7
White	47	2974	36234	100	98	99	580	535	523	NA	4	6	NA	9	13	23	49	52	77	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	59	4981	69020	100	99	100	571	523	510	NA	6	9	NA	14	18	31	52	52	69	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	24	2874	37437	100	97	97	568	499	486	NA	13	19	4	21	26	29	51	46	67	14	9
Non-Economically Disadvantaged	36	2729	41869	100	98	100	570	538	521	NA	4	7	NA	9	14	31	49	51	69	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	5547	79000	100	97	98	531	496	489	2	7	10	5	20	24	63	62	58	30	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2710	38774	100	98	99	543	501	494	NA	5	7	NA	19	22	57	63	61	43	12	10
Male	30	2837	40150	100	96	98	518	492	485	3	9	12	10	21	25	70	61	55	17	9	8
African American	--	238	4153	--	97	98	--	481	476	--	11	13	--	24	30	--	61	53	--	4	4
Hispanic	11	1963	32508	100	96	98	493	476	472	9	12	15	18	31	33	55	53	49	18	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	--	228	4016	--	97	96	--	474	467	--	11	14	--	32	37	--	54	46	--	4	2
White	47	2962	36135	100	97	98	540	513	508	NA	3	4	2	12	14	64	69	67	34	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	59	4978	69009	100	99	100	533	500	495	NA	5	6	5	19	22	64	65	62	31	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	24	2829	37234	100	96	97	521	478	472	4	11	15	13	29	33	54	55	50	29	4	3
Non-Economically Disadvantaged	36	2718	41766	100	98	99	537	515	505	NA	2	5	NA	11	16	69	69	65	31	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	60	5609	79611	100	98	99	554	490	496	NA	7	7	2	43	37	90	50	56	8	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2732	39016	100	98	99	565	505	511	NA	4	4	3	34	29	83	61	66	13	1	1
Male	30	2877	40519	100	97	98	543	476	482	NA	9	10	NA	51	44	97	40	46	3	1	0
African American	--	236	4188	--	96	98	--	480	486	--	9	9	--	45	40	--	44	50	--	2	0
Hispanic	11	2001	32855	100	98	99	539	470	481	NA	11	10	NA	51	43	91	37	47	9	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	--	231	3992	--	98	96	--	477	478	--	8	10	--	52	46	--	40	44	--	NA	0
White	47	2984	36380	100	98	99	558	504	511	NA	4	4	2	36	30	89	59	65	9	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	59	4970	68947	100	99	100	555	496	504	NA	5	4	2	41	34	90	54	61	8	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	24	2874	37626	100	97	98	547	472	479	NA	10	10	NA	51	45	96	38	45	4	1	0
Non-Economically Disadvantaged	36	2735	41985	100	99	100	559	508	511	NA	3	4	3	34	30	86	63	65	11	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	5505	79327	98	98	98	565	531	518	7	12	19	5	16	20	41	50	46	47	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2626	38961	96	98	98	566	532	520	NA	11	16	4	17	20	52	51	48	44	21	16
Male	32	2875	40295	100	98	97	563	531	516	13	13	21	6	16	19	31	48	44	50	23	16
African American	--	215	4247	--	97	98	--	504	499	--	24	27	--	25	24	--	41	41	--	10	8
Hispanic	12	1926	32327	100	98	98	582	510	499	NA	18	27	NA	23	25	58	49	41	42	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	--	240	4391	--	95	96	--	502	489	--	25	32	--	23	27	--	44	36	--	8	4
White	45	2984	36373	100	99	98	563	549	538	9	7	10	4	11	14	36	51	52	51	31	25
Students with Disabilities	--	587	9321	--	89	87	--	473	467	--	44	54	--	23	22	--	27	21	--	5	3
Students without Disabilities	59	4918	70006	100	99	100	565	537	524	7	8	14	5	15	19	41	53	49	47	24	18
Limited English Proficient Students	--	525	9431	--	95	95	--	475	466	--	40	53	--	30	27	--	29	18	--	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	21	2687	37097	95	97	97	549	511	498	5	18	27	10	21	25	62	49	41	24	11	7
Non-Economically Disadvantaged	38	2818	42230	100	99	99	573	550	535	8	6	11	3	11	15	29	50	50	61	32	24

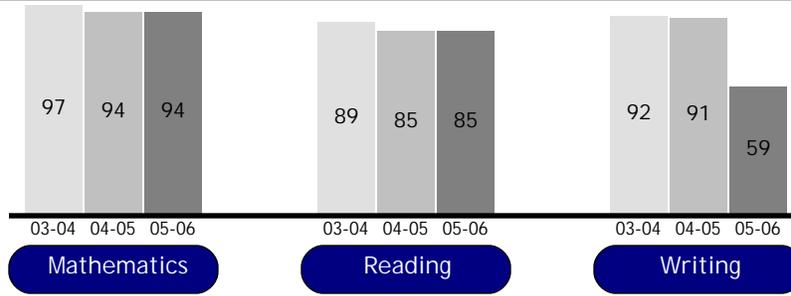
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	5447	79501	98	97	98	525	506	497	2	6	10	10	20	25	76	68	60	12	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2606	39062	96	98	99	531	510	502	NA	5	8	7	19	23	74	70	64	19	6	5
Male	32	2837	40368	100	97	98	521	503	491	3	8	13	13	22	27	78	66	57	6	5	3
African American	--	214	4279	--	97	99	--	492	485	--	11	14	--	30	30	--	56	54	--	3	2
Hispanic	12	1887	32389	100	96	98	528	488	478	NA	10	16	8	31	34	83	58	48	8	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	--	234	4401	--	93	96	--	482	473	--	11	17	--	36	40	--	50	43	--	2	1
White	45	2973	36446	100	98	99	527	521	516	2	4	4	9	12	15	76	76	73	13	8	7
Students with Disabilities	--	532	9411	--	80	88	--	461	453	--	28	36	--	34	36	--	34	26	--	4	1
Students without Disabilities	59	4915	70090	100	99	100	525	510	502	2	4	7	10	19	24	76	72	65	12	6	5
Limited English Proficient Students	--	496	9401	--	90	94	--	450	443	--	28	40	--	51	46	--	20	14	--	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	21	2646	37183	95	96	97	513	489	479	NA	10	16	10	29	34	86	59	49	5	2	1
Non-Economically Disadvantaged	38	2801	42318	100	98	99	532	522	513	3	3	5	11	12	17	71	76	70	16	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	5492	80000	98	98	99	603	565	564	NA	3	3	2	10	11	78	77	75	20	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2626	39288	96	98	99	612	580	579	NA	2	2	NA	5	6	70	78	77	30	15	16
Male	32	2862	40644	100	97	98	594	552	549	NA	4	4	3	14	15	84	76	74	13	6	7
African American	--	218	4307	--	99	99	--	550	551	--	6	4	--	11	13	--	75	75	--	8	7
Hispanic	12	1917	32672	100	97	99	598	548	548	NA	4	4	NA	13	14	83	77	76	17	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	--	240	4424	--	95	97	--	546	549	--	4	3	--	15	14	--	77	77	--	5	5
White	45	2977	36602	100	98	99	605	578	579	NA	2	2	2	8	7	76	77	75	22	14	16
Students with Disabilities	--	585	9919	--	88	93	--	497	505	--	11	9	--	34	35	--	51	54	--	5	2
Students without Disabilities	59	4907	70081	100	99	100	603	572	571	NA	2	2	2	7	7	78	80	79	20	11	12
Limited English Proficient Students	--	517	9571	--	93	96	--	490	502	--	14	10	--	29	29	--	56	60	--	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	21	2675	37534	95	97	98	597	547	547	NA	4	4	NA	14	15	81	77	76	19	5	5
Non-Economically Disadvantaged	38	2817	42466	100	99	100	606	582	578	NA	1	2	3	7	7	76	77	75	21	15	16

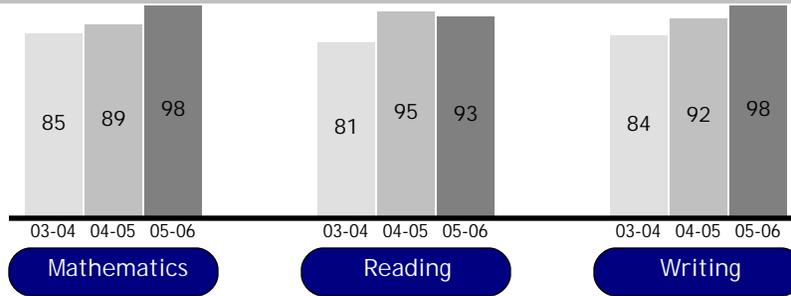
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

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

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

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	74	NA	58	99	65	50	47	100	70	50	46
	Language	96	61	53	50	99	67	49	47	100	70	50	48
	Mathematics	97	85	71	64	99	75	54	50	100	70	56	52
3	Reading	100	78	NA	55	100	62	50	44	100	67	52	46
	Language	100	83	63	61	100	61	49	44	100	68	48	46
	Mathematics	100	88	66	61	100	68	55	51	99	73	56	52
4	Reading	100	76	NA	56	100	72	52	48	99	73	58	52
	Language	100	71	55	52	100	72	52	49	99	75	58	52
	Mathematics	100	81	68	61	100	79	59	53	99	83	67	58
5	Reading	100	74	NA	55	100	73	55	50	100	85	61	56
	Language	100	76	55	49	100	71	55	50	100	86	59	54
	Mathematics	100	89	71	63	98	62	54	49	100	83	59	52
6	Reading	100	69	NA	56	100	65	58	51	98	75	63	56
	Language	100	70	55	48	100	67	54	47	98	73	58	50
	Mathematics	100	89	76	66	100	81	62	52	98	80	68	58

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

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

School Site Council

Council Composition

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

Council Duties

- ☐ Textbook Selection
- ☐ Curriculum Development
- ☐ School Safety Issues
- ☐ Extracurricular Activities
- ☐ Dress Code
- ☐ 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	7.00

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 Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

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

Extracurricular Activities

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

Social Services

- ☐ Lunch Program
- ☐ Parent Volunteer\Office Help
- ☐ Health Services
- ☐ Parent Volunteer Programs in the Arts
- ☐ Recreational Activities
- ☐ Parent Donation of Library Books
- ☐ Speech Therapy
- ☐ English-Spanish Language Interpreters

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

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 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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

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

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

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

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

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

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

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