

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Donna Schaffer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Benjamin Franklin West Elementary

(As it should appear in the official records)

School Mailing Address 236 South Serrine

(If address is P.O. Box, also include street address.)

Mesa

Arizona

85210-1689

City

State

Zip Code+4(9 digits total)

County Maricopa

State School Code Number* 4926

Telephone (480) 472-5429

Fax (480) 472-5444

Web site/URL www.mpsaz.org/franke/

E-mail djschaff@mpsaz.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Debra Duvall

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mesa Unified School District #4

Tel. (480) 472-0223

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Rich Crandall

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 57 Elementary schools
 _____ Middle schools
 _____ 13 Junior High Schools
 _____ 7 High schools
 _____ 10 Other
 _____ 87 TOTAL
2. District Per Pupil Expenditure: _____ 8840
 Average State Per Pupil Expenditure: _____ 9425

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K	50	44	94	8			0
1	35	27	62	9			0
2	42	35	77	10			0
3	40	35	75	11			0
4	39	35	74	12			0
5	39	34	73	Other			0
6	19	44	63				
TOTAL STUDENTS IN THE APPLYING SCHOOL							518

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 4 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 27 | % Hispanic or Latino |
| 66 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 8 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	31
(2)	Number of students who transferred from the school after October 1 until the end of the year	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	43
(4)	Total number of students in the school as of October 1	518
(5)	Total transferred students in row (3) divided by total students in row (4)	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 8 %
- | | |
|----|---|
| 41 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 7

Specify languages:

9. Students eligible for free/reduced-priced meals: 44 %

Total number students who qualify: 223

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{19}{27}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>1</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>9</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>17</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>6</u>	<u>14</u>
Total number	<u>34</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{25}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	92 %	93 %	91 %	92 %	91 %
Teacher turnover rate	6 %	0 %	11 %	11 %	37 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Franklin West Elementary School, established in 1978, is one of four Franklin School campuses within the Mesa Public School system. The Mesa district is the largest in Arizona and educates more than 72,000 students. Franklin West, a Back-to-Basics school without attendance boundaries, is open to all parents choosing to enroll their children. A parental agreement of support form indicating that the parent is aware of school practices is signed by parents as a part of the enrollment process. Franklin West educates approximately 500 K-6 students each year using the academic model created in 1978. The school focuses on a precisely defined curriculum, using instructional strategies that compliment the expectations of parents and are linked with the maturational characteristics of the students. The development of the original program evolved through numerous parental committees and these committees today assist the school in maintaining continuity and consistency in the instructional efforts of the highly trained faculty.

The Franklin academic program uses a phonics based approach to reading instruction entitled *The Writing Road to Reading* by Ramalda Spalding. The Spalding Method is a complete Language Arts approach providing explicit integrated instruction in spelling, writing, listening and reading comprehension. In combination with the *The Writing Road to Reading*, the reading curriculum is based on extensive use of high quality literature to further develop a love for reading in our students. Our highly detailed accelerated math program uses week-by-week, concept-by-concept overviews, or teacher guides, to insure appropriate review of each concept, guide the pace of instruction, provide necessary foundational development and take into account the maturational and intellectual differences of students. In addition, these overviews provide concept consistency and continuity from grade level to grade level, allowing the teachers to use the best possible instructional materials and strategies for each concept. The Language program is based on principles of grammar and language analysis with the opportunity to develop precise, clearly understood written thought. Franklin West students learn traditional concepts of history, geography and patriotism. In Science, foundational concepts of earth, biological, chemical, and physical science enrich the students' understanding of the world. Research skills, using technology, are developed starting in kindergarten. Student learning is further enhanced in art, art masterpiece, music, music masterpiece, PE, health, safety, character development, conflict resolution, student government, band, orchestra, and sports opportunities. The Franklin academic program enhances learning using a very specific, nightly homework program that includes minimum and maximum amounts of time spent on homework, delineated by grade level. The purposes of the homework program are to develop personal responsibility and time management skills, and serve as a communication tool with parents.

Some additional characteristics of Franklin West School include: discipline, which is based on firm and fair behavioral expectations that include parental involvement at the early stages of defining boundaries; extensive teacher in-service training; whole group instruction with small group and individual tutorial support by the classroom teachers to further help children focus on educational expectations; an extensive monitoring program details each child's progress in foundational skill areas; and teachers at each grade level plan and work closely together implementing the curricular guidelines.

Franklin's positive, caring climate enhances individual academic achievement and progression, resulting in students developing a respect for others, pride in self and loyalty to country. As we strive for literary excellence, our goal is to guide children toward independence. Franklin West students are prepared to be successful in future academic endeavors, and our students pursue their future with the strength of character that reflects the ideals of education, confidence and competence. Children excel at Franklin West. Parents support our program. The faculty and staff define professionalism. Within the scope of the Mesa Public School educational family, Franklin West gives our best to our students, our parents, our district, our community, our city, our state and our nation.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Franklin West Elementary has achieved the AZ Learns label of 'Excelling' school for the past three years as determined by the Arizona criteria. This is an improvement for Franklin West from its 'Highly Performing' status four years ago. For the past five years we have met federal adequate yearly progress (AYP).

Third through sixth graders are required to take Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA) which contains standards based and TerraNova norm referenced questions. Students who score in the categories of 'Exceeds the Standard' or 'Meets the Standard' are considered having passed the subject on the AIMS test. Second graders take only the TerraNova test. The Terra Nova test was first administered in 2004-2005. On the Terra Nova test the median percentile is used as the total score. The Stanford 9 norm referenced test was used in Arizona until the 2003-2004 school year. Further information on the AIMS DPA and TerraNova can be found on the Arizona Department of Education website at www.ade.az.gov/standards/.

In 2005-2006, Franklin West ranked first of all 157 Arizona East Valley Schools in math and second in reading for grade 4 on the AIMS test. On the state AIMS test in 2006-2007, Franklin West ranked fifth in math out of 165 East Valley Schools in grade 5 and ranked third in grade 6. In grade 3 reading, for the past three years, over one-third of the students have exceeded the standards. For all three years that the AIMS test has been administered in grade 4, over 90% of the students have passed the reading test (met or exceeded the standards). Last year in 2006-2007 more than half of the grade 5 students exceeded the standards in math. The number of grade 5 students that met or exceeded the standards in math was 97%. In grade 6, from 2005-2006 to 2006-2007, Franklin West more than doubled the percent exceeding the standard in reading from 12% to 26%.

Economically disadvantaged and Hispanic students are the only subgroups that are statistically significant. If less than ten students are in the group, no data is listed. On the 2nd grade Terra Nova, the economically disadvantaged subgroup scored above the 50th percentile in reading and math and well above the state averages for the three years that the test has been administered. The third, fourth, and fifth grade Terra Nova math and reading percentiles for both the economically disadvantaged and Hispanic subgroups have also been above state averages for the past three years.

Over 80% of the economically disadvantaged grade 4 students have passed the AIMS reading test for all three years that the test was administered. During the past two years 80% of the Hispanic subgroup on the grade 4 AIMS have met or exceeded the standards. On the state AIMS in grade 5 math for 2004-2005 and 2006-2007, 100% of the Hispanic subgroup passed the test. In grade 6 math from 2005-2006 to 2006-2007 the Hispanic population almost doubled the percent exceeding the standard improving from 23% to 45%. Both the economically disadvantaged and Hispanic subgroups have increased in number in the last five years at Franklin West. Concurrently, the test scores have also either risen or stayed constant as these populations increase.

Students new to the Franklin program in either the economically disadvantaged or Hispanic subgroup, appear to be a factor for lower scores. Lower performing students in both subgroups are monitored by their classroom teachers and the school principal. The teachers provide tutoring, pre-teaching, instruction, and review, and the school is in constant communication with the parents.

2. Using Assessment Results

Assessment data provides our staff with valuable information that helps impart optimal instruction at the classroom level, and more importantly, for the individual student. Teachers are given analysis sheets to list concepts and performance objectives from the state standards that show a need for improvement. From this information, strategies that will help improve instruction are

developed. At the beginning of the school year, the district's research and evaluation department provides reconfigured data sheets listing the AIMS scores for each teacher's current students. The data is detailed by concept. Teachers strategically focus on students who score in the falls far below or approaches categories, without compromising the progress of other students. These students receive tutoring before or after school. Weekly assessments are given on items that include state performance objectives. Re-teaching is provided for students who do not master a given objective. Teachers plan together weekly and share ideas for better meeting the instructional needs of their grade level and individual students. As the Franklin Principals' Council meets and discusses state assessment data, additional topics for in-services are determined.

The principal receives monthly scores in the foundational areas of phonics, spelling, reading comprehension, and mathematics for each student and these scores become part of each student's academic profile. Teachers and the principal use monthly and weekly assessment data to determine areas of emphasis and instructional strategies to address individual needs. Plans for providing students with tutorial assistance are developed, and if necessary, prescribed parental assistance is requested.

3. Communicating Assessment Results

Students' individual state assessment data is provided to parents at the beginning of the school year with a cover letter from the district superintendent. These reports show how each child performed in comparison to school, district and state norms. A summary of results by grade level is published in the school newsletter. Prior to the publication of the scores, and with a desire to keep the parents informed and involved with the academic program of the school, the data is discussed with the Franklin West Parent Council. For all schools, the Arizona Department of Education helps convey test data by compiling a state report card that contains detailed assessment results. Each member of the parent council receives a copy of this document, and all parents can access this information online at the ADE website. Test data from the Franklin Schools is shared with the Spalding Education Foundation who uses the results to compare schools with similar language arts programs. The local newspaper also publishes grade level results by school along with district and state averages.

Student performance is communicated to students and parents using weekly folders containing assignments and assessments. Progress of students performing less than satisfactory is conveyed every three weeks prior to the issuing of formal grades. A daily homework note requiring a parental signature further enhances communication. Formal grades reflecting student progress are given to parents every six weeks. Parent-teacher conferences are held after the first and fourth, six-week sessions. When students experience difficulty with progress in their learning, teachers make a personal phone call or e-mail to parents.

4. Sharing Success:

Franklin West has shared its approach with many schools throughout the Phoenix metropolitan area through conferences and with an open visitation policy. As a member of the Spalding Education International Organization, the opportunity to share administrative and instructional strategies associated with our language arts program occurs regularly. Each year, the Spalding Foundation hosts a conference in Phoenix; at this conference we share and gather ideas with administrators and teachers from other school districts in Arizona using the Spalding program. Participants come from schools throughout the nation and nine foreign countries that use the Spalding Method.

Over the course of many years, the Franklin program has served as a model for schools in Utah, Colorado, Nebraska, Illinois and Wyoming. Several teachers and their administrators visited our site as they were establishing their own traditional programs. Within Arizona, many charter, private, and public schools have used components of Franklin West and its sister school campuses as a model for bringing educational excellence to students.

Franklin West and the other three Franklin campuses work closely together within Mesa Public Schools. Our teachers communicate regularly between sites sharing information, ideas and curriculum in order to develop instructional strategies and remedies for educational concerns. At monthly meetings, the Franklin principals share ideas with other administrators within the district.

Future sharing will occur as we further interact with The Spalding Education Foundation, update our school's website, and work with the district community relations department to communicate our successful approaches to educating children.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Phonetic application in decoding printed text, Spelling, and Handwriting are combined subjects taught to all Franklin West students through the use of Ramalda Spalding's The Writing Road to Reading. Monthly assessments revealing each student's mastery of the 70 phonemes and ability to apply the rules governing the use of the phonograms guide teachers' instructional efforts. Periodic writing assessments reveal students' ability to apply phonemic knowledge to decoding and spelling and to assess the development of penmanship skills.

Reading or Literature is taught using literature sets leveled by degree of difficulty according to vocabulary and content. In kindergarten and first grade, teachers choose from over 180 titles and students read one book each day. These books provide a continual source of non controlled vocabulary reading material with captivating storylines to match the students' ever increasing ability to read. In fourth through sixth grade, all students read two books concurrently. One is read orally, and students and teacher construct a written summary of the book. The summary serves as the instructional tool to teach and assess summarizing and comprehension skills. The second book is read silently, and each child composes their own summary, which is evaluated for the child's independent ability to express comprehension of the material read. Monthly assessments, using the McCall-Crabbs Tests for Reading Comprehension, provide benchmark information about students' comprehension skill development. Student performance skill scores are recorded on permanent record file sheets and provide teachers with a year-by-year, month-by-month picture of students' growth.

The Macmillan English program is used to teach English, writing, and spelling. Grammar, punctuation, and usage skills are taught in a whole group setting. Beginning with kindergarten all students develop a writing portfolio demonstrating individual growth for each grade. The portfolio follows each student from grade to grade. Easy Grammar and the Six Trait Writing programs supplement the textbook.

The Franklin West mathematics program uses a four pronged weekly overview to guide the pacing of instruction. HBJ Mathematics Today is a primary source for concept development. Teachers use allocated mathematics time each day for foundational skill development, review of learned concepts, numeration concepts and computational instruction and practice. The overviews contain a built-in system of review insuring the number of instructional repetitions across multiple grade levels meet the learning needs of average and slightly below average students. The accelerated nature of the program insures that a large percentage of students are prepared to progress on an advanced learning track in junior high school.

History, Geography, and Science instruction occur in a whole group setting using textbooks as the primary instructional tool. Science kits and computer software supplement these subjects. Exposure to US and world history, earth, chemical, biological and physical science concepts prepare students for further study. Library and computer class are separate subjects taught by specialists using concepts in science, health, safety, history, geography and literature to help children develop research skills. Separate specialists provide instruction in PE and Music for 50 minutes each week. In Music, general music skills provide students with the fundamentals to participate in the 5th and 6th grade band and orchestra programs. Health instruction covers a variety of age-appropriate topics generally presented by the school nurse.

Students are given exposure to the Spanish language by their classroom teacher through district-developed curriculum and materials. Art is taught for 60 minutes each week by the classroom teacher and by parents who have been trained in the district-wide Art Masterpiece program. Teachers are accountable for following the prescribed master schedule for their respective grade level. This master schedule prescribes the number of minutes each week each grade level is to spend on each subject.

2a. (Elementary Schools) Reading:

Students learn the basic skills of decoding using *The Writing Road to Reading* by Ramalda Spalding. Fluency in oral and silent reading come from the daily reading of the parent-approved literature sets, as well as classical selections found in the Open Court textbook. Reading comprehension is developed through an analysis of selected passages that focus on the comprehension components. Each student has their own copy of every book that is read. Using the McCall-Crabbs Test Lessons in Comprehension and other supplemental materials, teachers pinpoint specific comprehension sub-skills that are necessary for students to gain complete understanding of the author's intent. Students in fourth through sixth grade learn to summarize events from the literature sets, and use those summaries to develop comprehension skills. Decoding skills and knowledge of the 70 phonograms are monitored by monthly assessments. Assessing students' ability to apply the rules of spelling, which help students decode in reading, occurs through the use of the Morrison-McCall Spelling Scale. In grades two through six, a pre and post test using Skills Mastery exams provide further insight into each child's ability to read for understanding, and determine areas of emphasis during the instructional year. Permanent Student Profile sheets track each student's performance throughout their time at Franklin West Elementary School.

This multi-sensory approach to reading is used in the Franklin schools because it is systematic and allows the skills developed each year to be consistently reinforced in succeeding years. It was chosen and partially developed by parents, thereby increasing parental shareholding in the school. Franklin West resources include nearly 400 literature sets with a variety of authors that are used to develop student vocabulary and build the general knowledge background of students. Children are exposed to different genres of writing and writing styles, thereby assisting teacher instruction in helping students become proficient, creative writers. Success is evident by the students' performance on all assessment tools and the continued enrollment of students by their parents.

3. **Additional Curriculum Area:**

The mathematics program at Franklin West reflects our mission to train the intellect of children in such a way that they will have greater choice, be competitive in a world that is performance driven, and be well prepared for future learning challenges. The curriculum is foundational in nature. The HBJ Mathematics Today is the primary instructional text and is complemented with a teacher compiled, grade level binder. Using these resources, teachers draw from the best instructional materials available, by concept, to assure student success. Yearly overviews outline week-by-week instructional concept expectations at each grade level, kindergarten through sixth. In addition to detailing what to teach and how much time should be spent teaching it, overviews insure that teachers will include instructional time each day for foundational practice, systematic review, numeration skills development, and computational skill development. These curriculum guides also provide continuity and consistency from grade level to grade level creating a secure learning system that is extremely beneficial to the average and below average student and the English Language Learners. The rigorous content and accelerated pacing keep the above average student challenged. Whole group instruction with a tutorial component allows teachers to maximize the use of time allocated to mathematics. The program includes a system of foundational monitoring. Teachers track their students' progress with monthly multiplication and subtraction timed tests. Pre and post testing on the Skills Mastery exams help teachers identify specific areas of instructional focus. These assessments allow teachers to build on students' successes each year as well as providing valuable data. The Student Profile Sheets are used to record each student's performance and track progress. The program reflects a strong logic development and application component. The 30 year history of this parent-initiated program has produced a myriad of successful mathematicians, college professors, teachers, doctors, dentists, lawyers, engineers, accountants, researchers and scientists that attribute their love of mathematics to their elementary experience.

4. **Instructional Methods:**

The overall instructional plan at Franklin West is a Pre-teach / Teach / Re-teach strategy.

Whole group instruction is the primary instructional approach. However, students requiring

additional instruction have a structured tutorial and small group assistance program to assist with individual needs. The professional staff tutors students twice a week for approximately thirty minutes before or after school. Direct instruction uses the Seven Steps of Instruction as the basis for instructional clarity. The seven steps include: Teacher Introduction, Teacher Explanation, Teacher Demonstration, Student Explanation with Teacher Demonstration, Student Explanation with other Student Demonstration, Student Independent Practice with Teacher Check, and Homework. The Essential Elements of Instruction are incorporated into the seven steps. Teachers are expected to determine if students understand the objective or concept before the students engage in independent practice. Grade level and subject matter specific, instructional strategies are used and monitored to achieve maximum student growth.

Towards the end of each school year every teacher ranks each child in their classroom according to the teacher's perception of the student's overall academic strength. This ranking is used to create academically balanced classrooms at each grade level. This balancing approach allows the principal to compare classroom academic performances in meaningful ways, and provide instructional assistance where it is most needed. Yearly overviews guide the teachers at each grade level in each subject. These instructional overviews help insure that the instruction of each identified concept is given adequate time, and that the number of instructional repetitions across the years is appropriate for the majority of the students to gain a thorough understanding. Overviews simplify and reduce planning time, as well as provide for increased continuity and consistency for students in all grade levels and in all classrooms of each grade level. While homework, with specific minimum and maximum times, is a major characteristic of Franklin West, the primary benefit for students is the development of lifelong time management and personal responsibility skills.

5. Professional Development:

Prior to teaching at Franklin West, teachers are required to be trained in the Spalding Integrated Language Arts program. This 45 hour in-service class is a condition of employment. During the summer between the first and second year of teaching, staff members repeat the initial 45 hour Spalding course to solidify their understanding of the program. New teachers at Franklin West are assigned a mentor who assists them in understanding all aspects of the Franklin program including the intricacies of teaching the Spalding program. Between the second and third year of employment teachers are required to take the Spalding II course. This 45 hour class provides training in reading comprehension strategies and writing while continuing to reinforce the Spalding method. Each year Franklin teachers receive additional in-service instruction from the principal or the basic skills resource teacher, either at the beginning of the school year or throughout the school year during faculty meetings on instructional strategies, the use of the curriculum overviews, writing, discipline and other topics. Consistency and continuity of instruction are key areas of focus at Franklin West. Other instructional training comes through regular meetings with the principal and a grade level representative from each grade level at the Faculty Curriculum Committee (FCC) meetings. The FCC meetings allow the principal to address grade level specific instructional needs and areas of emphasis. Other in-service opportunities are provided by the Mesa Public Schools Professional Development department and subject matter specialists. The Franklin West faculty is also trained in Structured English Immersion as required by the state of Arizona.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 2 Test TerraNova

Edition/Publication Year 2001 Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	71	70	63		
% "Exceeding" State Standards					
Number of students tested	73	75	83		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	63	66	58		
% "Exceeding" State Standards					
Number of students tested	35	36	41		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	48	64	48		
% "Exceeding" State Standards					
Number of students tested	16	13	21		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	74	81			
% "Exceeding" State Standards					
Number of students tested	72	74			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	61	80			
% "Exceeding" State Standards					
Number of students tested	29	30			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	60	72			
% "Exceeding" State Standards					
Number of students tested	20	12			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	71	70	79		
% "Exceeding" State Standards					
Number of students tested	73	75	83		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	63	67	71		
% "Exceeding" State Standards					
Number of students tested	35	36	41		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	59	57	70		
% "Exceeding" State Standards					
Number of students tested	16	13	21		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards				86	86
% "Exceeding" State Standards					
Number of students tested				72	73
Percent of total students tested				100	100
Number of students alternatively assessed				0	1
Percent of students alternatively assessed				0	2
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard				81	86
% "Exceeding" State Standards					
Number of students tested				29	29
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard				85	82
% "Exceeding" State Standards					
Number of students tested				20	12
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	90	85	87	89	95
% "Exceeding" State Standards	32	20	24	38	40
Number of students tested	79	79	69	65	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	91	79	88	84	86
% "Exceeding" State Standards	27	21	12	39	28
Number of students tested	37	42	33	26	29
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	81	64	84	0	96
% "Exceeding" State Standards	6	12	16	0	57
Number of students tested	16	25	25	0	14
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	74	70	66		
% "Exceeding" State Standards	79	79	69		
Number of students tested	100	100	100		
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	67	62	50		
% "Exceeding" State Standards					
Number of students tested	37	42	33		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	46	54	49		
% "Exceeding" State Standards					
Number of students tested	16	25	24		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards				80	74
% "Exceeding" State Standards					
Number of students tested				65	76
Percent of total students tested				100	100
Number of students alternatively assessed				0	1
Percent of students alternatively assessed				0	2
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard				80	63
% "Exceeding" State Standards					
Number of students tested				26	30
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					60
% "Exceeding" State Standards					
Number of students tested					15
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	83	94	94	97	93
% "Exceeding" State Standards	48	36	37	55	54
Number of students tested	79	78	68	65	74
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	2	2	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	81	90	97	96	83
% "Exceeding" State Standards	43	24	27	58	35
Number of students tested	37	42	33	26	29
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	69	88	96		96
% "Exceeding" State Standards	19	28	32		43
Number of students tested	16	25	25		14
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	76	77	78		
% "Exceeding" State Standards					
Number of students tested	79	79	69		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	75	71	61		
% "Exceeding" State Standards					
Number of students tested	37	42	33		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	55	68	65		
% "Exceeding" State Standards					
Number of students tested	16	25	24		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	90	96	93		
% "Exceeding" State Standards	18	25	37		
Number of students tested	71	68	63		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	1		
Percent of students alternatively assessed	2	2	2		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	82	87	80		
% "Exceeding" State Standards	15	9	30		
Number of students tested	34	32	30		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	82	92	67		
% "Exceeding" State Standards	5	16	17		
Number of students tested	22	25	12		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	72	68	75	75	78
% "Exceeding" State Standards					
Number of students tested	72	69	64	66	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	61	59	66	70	76
% "Exceeding" State Standards					
Number of students tested	34	32	30	31	27
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	57	59	61	68	
% "Exceeding" State Standards					
Number of students tested	22	25	13	12	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	98	98		
% "Exceeding" State Standards	51	47	44		
Number of students tested	71	68	63		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	1		
Percent of students alternatively assessed	2	2	2		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	91	97	97		
% "Exceeding" State Standards	44	44	37		
Number of students tested	34	32	30		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	91	100	92		
% "Exceeding" State Standards	27	48	25		
Number of students tested	22	25	12		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	75	80	86		
% "Exceeding" State Standards					
Number of students tested	72	69	64		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	72	75	85		
% "Exceeding" State Standards					
Number of students tested	34	32	30		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	73	79	71		
% "Exceeding" State Standards					
Number of students tested	22	25	13		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	93	96	81	78
% "Exceeding" State Standards	11	30	21	29	19
Number of students tested	62	60	57	75	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	2
Percent of students alternatively assessed	2	0	0	0	3
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	92	83	85	69	75
% "Exceeding" State Standards	4	29	14	21	8
Number of students tested	25	24	22	29	24
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	91	73	100		
% "Exceeding" State Standards	9	18	15		
Number of students tested	22	11	13		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	77	84	76		
% "Exceeding" State Standards					
Number of students tested	63	60	57		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	68	72	72		
% "Exceeding" State Standards					
Number of students tested	25	24	22		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	71	66	70		
% "Exceeding" State Standards					
Number of students tested	22	11	13		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards				72	78
% "Exceeding" State Standards					
Number of students tested				75	71
Percent of total students tested				100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard				64	77
% "Exceeding" State Standards					
Number of students tested				29	24
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					76
% "Exceeding" State Standards					
Number of students tested					16
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	97	98	89	85	83
% "Exceeding" State Standards	51	68	43	73	74
Number of students tested	63	60	56	75	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	3
Percent of students alternatively assessed	0	0	2	0	4
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	96	86	79	63
% "Exceeding" State Standards	52	67	36	59	54
Number of students tested	25	24	22	29	24
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	91	100		
% "Exceeding" State Standards	59	36	62		
Number of students tested	22	11	13		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	71	79	68		
% "Exceeding" State Standards					
Number of students tested	63	60	57		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	71	79	55		
% "Exceeding" State Standards					
Number of students tested	25	24	22		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	70	59	67		
% "Exceeding" State Standards					
Number of students tested	22	11	13		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	92	88	91		
% "Exceeding" State Standards	26	12	14		
Number of students tested	53	59	73		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	0		
Percent of students alternatively assessed	2	2	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	75	86	79		
% "Exceeding" State Standards	25	15	8		
Number of students tested	20	22	24		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard		92	73		
% "Exceeding" State Standards		8	0		
Number of students tested		13	11		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	72	74	66		
% "Exceeding" State Standards					
Number of students tested	54	60	73		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	61	62	55		
% "Exceeding" State Standards					
Number of students tested	20	22	24		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard		76	37		
% "Exceeding" State Standards					
Number of students tested		37	11		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards				70	80
% "Exceeding" State Standards					
Number of students tested				62	69
Percent of total students tested				100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard				60	75
% "Exceeding" State Standards					
Number of students tested				25	18
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard				74	
% "Exceeding" State Standards					
Number of students tested				12	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	88	97		
% "Exceeding" State Standards	48	47	53		
Number of students tested	54	59	73		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	2	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	90	82	96		
% "Exceeding" State Standards	45	23	38		
Number of students tested	20	22	24		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	80	100	82		
% "Exceeding" State Standards	20	46	36		
Number of students tested	10	13	11		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	82	81	89		
% "Exceeding" State Standards					
Number of students tested	54	60	73		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	82	73	82		
% "Exceeding" State Standards					
Number of students tested	20	22	24		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard		85	78		
% "Exceeding" State Standards					
Number of students tested		13	11		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					