

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Frost Elementary School

Mesa Unified District  
1560 W. Summit Place, Chandler, AZ 85224-1203

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

**Principal:** Mr. Timothy A. Moe  
**Schedule:** 7:30 AM to 3:30 PM  
**Web Address:** [www.mpsaz.org/frost/](http://www.mpsaz.org/frost/)  
**E-mail:** Unpublished or Unavailable

**Grades:** K-6  
**2002 Enrollment:** 595  
**Phone:** (480) 472-3500  
**Fax:** (480) 472-3549

## ∨ School Overview ∨

### Mission

Our primary mission is to provide opportunities for students to develop a desire and respect for learning in an information age. Frost Elementary will provide a thorough education in the basic subjects and provide for the emotional, social and physical development of each child.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Integrated Technology
- w Effective Instructional Delivery

### School/Academic Goals

- w Students will improve academically and socially.
- w Students will take greater responsibility for learning and for behaviors.

### Instructional Programs

- w Math-Computation/Problem Solving
- w Phonics/Specific Skills
- w Integrated Reading/Specific Skills
- w Science Exploration and Discovery
- w Art/PE/Music/Media
- w Character/Responsibility Education
- w ELP-One Day Per Week Pull Out
- w Accelerated Reader/Read Naturally

- w Students will communicate effectively.

### Enrollment

October 1, 2001 School Year Student Enrollment:	587
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	57

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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.

∨ **School Site Council** ∨

**Council Composition**

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

**Council Duties**

w School Safety Issues  
 w Student Discipline  
 w School Improvement Plan  
 w Home/School Relations  
 w Attendance/Tardies  
 w Homework Policies

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	1.20	Teacher Aide	8.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	1	0	0
10 or more years	9	17	0	0

∨ **Shared Responsibilities** ∨

**School**

Frost is committed to positive customer service. We encourage parent involvement and use a variety of communication channels to keep clients well-informed. We use the most current and effective teaching practices, technology and materials. We maintain a safe environment for children's physical, social and emotional needs.

**Parents**

Parents play a very important role in their child's education. This includes getting them to school on time, getting them well-fed, rested and with their homework completed. Parents need to keep the school informed of personal/medical issues that may affect their child's ability to learn.

∨ **Transportation Policy** ∨

Busing is provided for all students who live more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

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### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	180	<b>First Day of School:</b>	8/15/02
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/29/03

**Operates on Traditional Schedule**

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#### Report Card Release Dates

10/16/02	12/19/02	1/17/03	3/7/03
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### Additional Calendar/Report Card Information

Several grade levels conduct mid-quarter conferences all four quarters. Often these conferences are student-led.

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### ∨ Resources Available at School Site ∨

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#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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#### Special Facilities

W Basic Skills Computer Lab  
W Research Computer Lab

W Productivity Computer Lab  
W Art Classroom/Library/PE Areas

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#### Extracurricular Activities

W Student Council  
W Band  
W Afterschool Enrichment Classes

W CARE Club  
W Boy/Girl Scouts  
W Character Education

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#### School/Community Resources

W Health Services  
W Afterschool Program

W Lunch Program

## ∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

w National Technology Site.

#### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	16.5 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	7.8 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.4 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> 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 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ∨ School Honors ∨

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
District Writing Contest Winners	1999
Student Services Teacher Award	1999
Volunteer of the Month	1999

## ∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>85</b>	<b>527</b>	<b>6%</b>	<b>6%</b>	<b>53%</b>	<b>35%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>81</b>	<b>538</b>	<b>5%</b>	<b>15%</b>	<b>69%</b>	<b>11%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>86</b>	<b>510</b>	<b>7%</b>	<b>38%</b>	<b>43%</b>	<b>12%</b>
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>90</b>	<b>509</b>	<b>14%</b>	<b>21%</b>	<b>48%</b>	<b>17%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>89</b>	<b>511</b>	<b>13%</b>	<b>29%</b>	<b>46%</b>	<b>11%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>90</b>	<b>507</b>	<b>7%</b>	<b>43%</b>	<b>17%</b>	<b>33%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) 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 (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	87	77	60	--	--	--
2	Reading	--	--	--	91	63	50	89	66	52	86	58	53	80	68	57
	Language	--	--	--	96	47	40	89	50	43	91	47	44	93	48	48
	Mathematics	--	--	--	96	63	51	90	67	55	89	64	57	90	65	61
3	Reading	100	51	47	100	52	47	95	57	48	87	61	50	95	60	50
	Language	98	48	49	100	50	51	98	58	54	94	60	56	94	62	57
	Mathematics	100	50	46	100	50	49	96	62	52	93	57	54	98	51	56
4	Reading	94	62	53	96	61	54	81	67	54	95	60	55	88	63	55
	Language	100	46	47	98	50	49	92	49	48	100	52	50	91	52	50
	Mathematics	100	56	51	98	71	54	97	62	55	96	59	57	91	71	58
5	Reading	96	57	51	96	53	51	91	57	51	85	65	51	93	55	53
	Language	96	42	42	97	35	44	95	48	45	89	54	45	100	46	47
	Mathematics	85	54	51	96	50	54	94	57	55	90	71	57	100	56	59
6	Reading	94	71	53	99	59	54	93	59	53	100	64	54	100	67	56
	Language	90	61	41	99	48	44	96	45	44	98	50	45	100	54	47
	Mathematics	92	78	57	98	71	59	98	69	60	98	67	63	100	72	65

∨ **Measure of Academic Progress** ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

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

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>67</b>	<b>49</b>
<b>Grades 3-4</b>	<b>82</b>	<b>89</b>
<b>Grades 4-5</b>	<b>57</b>	<b>59</b>
<b>Grades 5-6</b>	<b>80</b>	<b>81</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

∨ **School Safety** ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

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

The Mesa Unified School District and Frost Elementary are committed to ensuring a safe and secure environment for instruction and learning. To achieve this, we have an active program of prevention and enforcement through the collaboration of school, police and probation officials. Clear and concise student behavior rules and expectations are set and aggressively, fairly and consistently enforced.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

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.

## ∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,149	\$1,898,766
Classroom Supplies	\$43	\$25,878
Administration	\$423	\$254,835
Support Services-Students	\$126	\$76,010
Other Support Services and Operations	\$622	\$374,975
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$4,363</b>	<b>\$2,630,464</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ∨ Contacts ∨

	Name	Phone	Extension
<b>School Site Council</b>	Timothy A. Moe	(480) 472-3500	
<b>Transportation Policy</b>	Community Relations	(480) 472-0223	
<b>Community Resources</b>	Timothy A. Moe	(480) 472-3500	
<b>School Nutrition Programs</b>	MPS Food and Nutrition	(480) 472-0908	
<b>Parent Organization</b>	Parent Teacher Organization	(480) 472-3500	
<b>Student Health/Nurse</b>	Frost Health Office	(480) 472-3500	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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