



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1560 W Summit Place, Chandler, AZ 85224

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mr. Timothy A. Moe  
 Schedule : 7:30 AM to 3:30 PM  
 Grades : Pre-K-6  
 2004 Enrollment : 562  
 Web Address :  
 Phone Number : (480) 472-3500  
 Fax Number : (480) 472-3549  
 E-mail : tamoe@mpsaz.org

### Mission

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

### No Child Left Behind

#### Adequate Yearly Progress (b)

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

#### School Improvement Status (b)

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

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

### School / Academic Goals

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

### Enrollment

October 1, 2003 School Year Student Enrollment : 574  
 Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2003-04 : 86

Instructional Programs

- Math-Computation/Problem Solving
- Phonics/Specific Skills
- Integrated Reading/Specific Skills
- Integrated Writing/Specific Skills
- Science Exploration and Discovery

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

The Frost staff is committed to student success. With this in mind we teach the state standards and more, utilizing teaching strategies that are data driven and have been proven to help all students learn. The staff strives to maintain an environment which is safe psychologically, socially and physically.

Parents

Parents play an important role in their child's education, including actively supporting school efforts. Parents need to see that students have regular attendance and arrive on time. 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 school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

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

Award/Honor	Year
• National Technology Site	1988
• AZ Label of Performing	2003

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	79	5651	75509	100	98	100	531	532	521	9	9	13	14	19	23	32	33	33	45	39	31
All Students (Prior Year)	71	5599	75372	100	98	100	530	536	523	4	5	9	20	18	25	40	38	36	36	39	30
Female	47	2784	37013	100	98	100	533	534	522	11	9	12	13	19	24	29	34	33	47	39	31
Male	32	2859	38430	100	98	99	528	531	521	6	10	14	16	19	22	35	32	33	42	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	14	1862	30486	100	99	99	523	515	505	8	13	18	17	25	29	33	35	32	42	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	54	3216	35192	100	98	99	536	544	534	7	6	8	13	15	19	30	32	35	50	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	70	5052	65801	100	98	98	539	537	525	4	7	11	13	18	23	33	34	34	49	41	33
Limited English Proficient Students	NC	1053	16928	NC	100	100	NC	506	485	NC	17	29	NC	27	33	NC	33	26	NC	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	27	2909	36411				520	514	503	12	14	19	20	24	29	28	34	32	40	27	20
Non-Economically Disadvantaged	52	2742	39040				536	550	534	8	5	8	12	14	19	33	32	34	47	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	5641	75492	100	98	100	529	522	519	8	11	12	7	14	16	50	48	47	36	27	24
All Students (Prior Year)	71	5584	75221	100	98	100	540	528	523	3	5	8	7	12	16	61	59	56	29	23	21
Female	47	2785	37014	100	98	100	536	526	523	7	9	10	7	13	15	42	49	48	44	29	27
Male	32	2850	38400	100	98	99	520	518	516	10	13	14	6	16	17	61	48	47	23	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	14	1851	30438	100	98	99	528	509	508	8	17	17	17	20	21	58	49	47	17	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	54	3215	35177	100	98	99	532	530	528	7	7	8	6	11	13	43	48	49	44	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	70	5052	65785	100	98	98	535	525	522	3	7	10	7	14	16	51	50	49	39	28	26
Limited English Proficient Students	NC	1047	16905	NC	100	100	NC	499	489	NC	25	34	NC	24	28	NC	40	32	NC	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	27	2904	36302				525	510	507	12	16	18	8	19	21	56	49	46	24	15	14
Non-Economically Disadvantaged	52	2737	39164				531	534	528	6	5	8	6	10	13	47	48	48	41	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	5611	75053	99	98	99	594	578	597	5	10	7	16	14	12	72	68	72	7	7	9
All Students (Prior Year)	70	5503	73654	100	97	99	531	530	530	1	7	9	12	12	13	84	77	70	3	5	7
Female	46	2774	36872	98	98	99	626	604	621	2	6	5	11	11	9	75	73	74	11	10	12
Male	32	2831	38109	100	97	99	549	552	573	10	14	10	23	17	14	68	64	69	0	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	14	1847	30235	100	98	98	595	541	575	0	14	9	17	17	14	75	66	70	8	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	53	3193	35028	98	97	99	603	599	613	4	8	6	17	12	10	72	70	73	8	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	69	5023	65428	99	98	98	606	587	604	2	8	6	14	13	11	77	71	73	8	8	10
Limited English Proficient Students	NC	1044	16765	NC	100	100	NC	524	525	NC	16	17	NC	20	20	NC	63	60	NC	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	27	2890	36077				546	542	566	16	14	10	16	17	16	68	65	69	0	3	5
Non-Economically Disadvantaged	51	2721	38950				618	613	618	0	6	5	16	11	9	74	71	73	10	12	12

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5809	76019	99	99	100	512	514	499	12	9	14	40	34	39	12	13	14	36	44	33
All Students (Prior Year)	88	5726	76230	100	98	100	513	517	498	9	6	12	28	31	38	15	13	12	47	50	37
Female	45	2821	37207	98	99	100	504	514	499	12	8	12	48	35	41	12	13	14	29	44	33
Male	43	2979	38677	100	99	100	520	515	498	12	11	15	33	32	38	12	13	13	44	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	23	1790	29458	100	99	100	493	490	480	14	15	20	52	48	48	0	11	12	33	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	53	3386	35880	96	98	100	517	529	515	13	5	7	32	26	32	17	14	16	38	55	45
Students with Disabilities	11	619	9786	100	100	100	474	460	457	36	40	39	27	39	40	18	7	7	18	14	13
Students without Disabilities	77	5190	66233	97	98	99	517	519	503	8	6	11	42	33	39	11	14	14	39	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	33	2753	35714				511	493	480	10	15	20	45	44	47	6	12	12	39	29	20
Non-Economically Disadvantaged	55	3056	40266				512	531	513	13	5	9	37	25	33	15	14	15	35	56	43

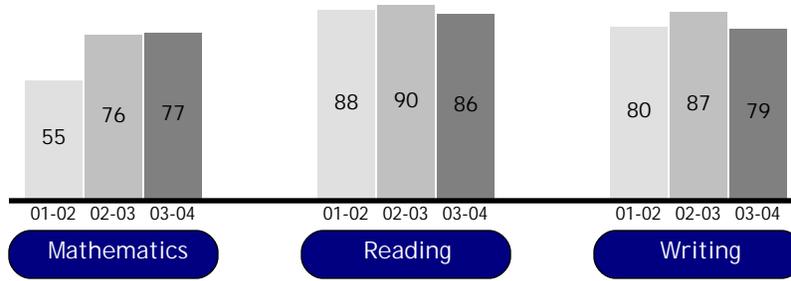
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	5803	76020	99	99	100	504	507	503	21	20	25	26	22	23	41	43	40	12	16	12
All Students (Prior Year)	87	5721	76202	100	98	100	505	510	505	14	11	19	27	21	24	46	53	46	13	14	11
Female	45	2820	37213	98	99	100	502	508	504	19	17	22	33	21	23	38	46	42	10	16	13
Male	43	2973	38666	100	99	100	506	505	501	23	22	29	19	22	22	44	41	38	14	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	23	1784	29442	100	99	99	496	496	494	29	33	37	29	26	26	33	34	31	10	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	53	3386	35890	96	98	100	506	513	511	21	12	15	19	19	20	47	48	48	13	21	18
Students with Disabilities	11	617	9784	100	100	100	486	487	485	55	57	58	18	18	19	18	19	19	9	6	4
Students without Disabilities	77	5186	66236	97	98	99	506	509	504	16	16	23	27	22	23	45	45	42	12	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	33	2745	35703				499	497	494	16	31	37	39	26	26	42	36	31	3	8	6
Non-Economically Disadvantaged	55	3058	40274				506	514	509	24	11	17	19	18	20	41	49	47	17	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	5771	75673	98	98	100	499	530	530	19	15	12	30	25	25	50	56	58	1	5	4
All Students (Prior Year)	85	5622	74692	99	96	99	498	510	502	18	12	18	31	26	27	46	53	47	5	9	8
Female	45	2805	37099	98	98	100	509	549	548	12	10	8	31	22	22	57	62	64	0	6	6
Male	42	2956	38441	98	98	99	488	511	513	26	19	16	29	27	29	43	50	52	2	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	22	1776	29305	96	99	99	472	495	507	20	21	16	50	33	31	30	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	53	3366	35760	96	98	99	496	549	550	21	11	9	23	20	21	57	62	64	0	7	6
Students with Disabilities	11	605	9706	100	100	100	452	444	462	27	48	36	55	24	32	9	25	31	9	2	1
Students without Disabilities	76	5166	65967	96	98	99	506	537	536	18	12	10	26	25	25	56	59	60	0	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	32	2731	35541				493	500	504	13	20	17	37	31	31	50	47	50	0	2	2
Non-Economically Disadvantaged	55	3040	40091				502	553	550	22	10	9	26	19	21	50	63	64	2	7	6

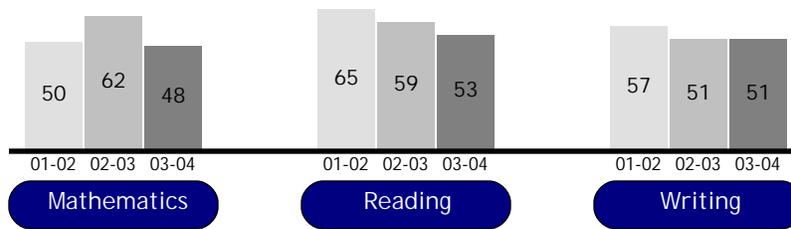
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

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

**Glossary:**

**Adequate Yearly Progress**

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

**Met Percent Tested:**

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

**Met Test Objectives:**

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

**Met Attendance Rate:**

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

**Met Graduation Rate:**

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

**School Improvement - Year 1:**

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

**School Improvement - Year 2:**

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

**Corrective Action:**

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

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

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

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	46	51	44	88	73	61	50	95	68	NA	58
	Language	100	43	42	39	91	59	49	43	96	46	53	50
	Mathematics	100	55	57	52	94	69	67	57	95	69	71	64
3	Reading	100	55	50	43	94	66	57	47	97	68	NA	55
	Language	100	56	53	50	100	68	61	54	97	62	63	61
	Mathematics	100	49	55	50	96	67	64	54	91	64	66	61
4	Reading	99	54	51	47	93	64	62	52	94	72	NA	56
	Language	99	49	47	45	98	51	54	48	95	58	55	52
	Mathematics	100	66	59	52	98	68	68	57	95	68	68	61
5	Reading	100	46	51	46	94	62	59	50	100	57	NA	55
	Language	100	44	45	43	100	52	53	46	99	48	55	49
	Mathematics	100	54	63	54	97	68	68	57	98	57	71	63
6	Reading	100	64	56	49	100	62	62	53	99	65	NA	56
	Language	100	53	47	42	100	58	53	45	99	64	55	48
	Mathematics	100	72	71	58	100	73	75	62	95	83	76	66

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

School Site Council

Council Composition

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

Council Duties

- Ü School Safety
- Ü Student Discipline
- Ü School Improvement Plan
- Ü Home/School Relations
- Ü Attendance/Tardies
- Ü Homework Policies

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	31.20
Other Professional Staff	1.30	Teacher Aide	8.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	30
Core academic classes taught by Highly Qualified (NCLB) teachers.	58
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Media Center

Extracurricular Activities

- |                   |                              |
|-------------------|------------------------------|
| Ü Student Council | Ü Choral groups              |
| Ü CARE Club       | Ü Musicals                   |
| Ü Band            | Ü Mock Space Shuttle Program |
| Ü Strings         | Ü Reading Under the Stars    |

Social Services

- Ü Health Services
- Ü Lunch Program
- Ü After School Program
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Read Naturally Program-facilitates student growth in reading fluency.
  
- ü Accelerated Reading and Accelerated Math-increase student skills.
  
- ü Teachers use two new PC labs to facilitate student learning in the content areas as well as to allow students to make presentations based on what they are learning.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	7	10	9	9
Promotion Rate <sup>8</sup>	97	98	98	94
Retention Rate <sup>9</sup>	2	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

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

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	63	56
Grades 3-4	75	78
Grades 4-5	69	58
Grades 5-6	78	91

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

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

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

School Safety

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

The Mesa Unified School District and Frost Elementary are committed to ensuring a safe and secure environment for instruction and learning. Clear and concise student 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

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

Contacts

	Name	Phone Number
School Site Council	Timothy A. Moe	(480) 472-3500
Transportation Policy	Community Relations	(480) 472-0223
Community Resources	Timothy A. Moe	(480) 472-3500
School Nutrition Programs	MPS Food and Nutrition	(480) 472-0908
Parent Organization	Parent Teacher Organization	(480) 472-3500
Student Health/Nurse	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. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

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

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

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

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

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

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

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

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

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

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

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

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

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