



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1560 W Summit Pl., 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 LEARNS¹

Elementary Achievement Profile (a)

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

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

School Overview

Principal/Administrator : Mr. Timothy A. Moe
Schedule : 06:45 AM to 03:45 PM
Grades : K-6
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)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

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

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

School / Academic Goals

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

Enrollment

October 1, 2005 School Year Student Enrollment : 509
Accepting New Students in 2005-06 Under Open Enrollment Law : 2 Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 59

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 :	8/15/2005
Last Day of School :	5/26/2006

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
• Highly Performing	2006

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	63	5547	80010	100	98	99	465	453	447	NA	8	10	14	16	18	63	56	53	22	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2719	38935	100	98	99	462	452	447	NA	8	9	17	17	19	66	56	55	17	19	17
Male	34	2828	40974	100	98	98	467	453	448	NA	8	11	12	15	18	62	55	52	26	22	19
African American	NC	236	4201	NC	98	99	NC	437	430	NC	15	17	NC	19	23	NC	56	51	NC	11	9
Hispanic	21	2182	34545	100	98	99	460	434	432	NA	12	14	24	23	24	62	56	53	14	8	9
Asian/Pacific Islander	NC	119	2068	NC	98	99	NC	478	474	NC	4	4	NC	9	10	NC	50	50	NC	37	36
American Indian/Alaskan Native	NC	226	3979	NC	97	96	NC	436	424	NC	14	17	NC	23	30	NC	51	47	NC	11	6
White	36	2783	35142	100	98	99	470	469	465	NA	4	5	8	9	11	64	55	56	28	31	28
Students with Disabilities	NC	645	10161	NC	90	93	NC	419	419	NC	27	28	NC	30	28	NC	36	36	NC	7	8
Students without Disabilities	60	4902	69849	100	99	100	467	457	451	NA	5	7	12	14	17	65	58	56	23	22	19
Limited English Proficient Students	NC	877	14013	NC	97	97	NC	415	413	NC	20	24	NC	33	34	NC	44	39	NC	2	3
Migrant Students	--	37	603	--	93	96	--	418	417	--	19	22	--	43	32	--	27	42	--	11	4
Economically Disadvantaged	28	3005	39029	100	97	98	458	437	432	NA	11	14	18	22	25	68	57	52	14	10	9
Non-Economically Disadvantaged	35	2542	40981	100	99	100	471	472	462	NA	4	6	11	9	13	60	54	54	29	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	5457	79438	98	97	98	479	457	451	2	7	9	13	21	24	64	60	56	21	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2686	38775	100	97	99	482	463	457	NA	5	7	14	19	22	57	62	58	29	14	13
Male	33	2770	40560	97	96	97	476	452	446	3	8	12	12	23	25	70	58	54	15	10	9
African American	NC	235	4178	NC	98	98	NC	445	439	NC	9	13	NC	28	29	NC	55	52	NC	9	6
Hispanic	21	2140	34297	100	96	98	468	437	434	NA	11	14	19	31	31	67	54	50	14	4	5
Asian/Pacific Islander	NC	119	2063	NC	98	99	NC	479	475	NC	2	3	NC	13	15	NC	64	63	NC	22	20
American Indian/Alaskan Native	NC	218	3940	NC	94	95	NC	443	429	NC	10	14	NC	27	36	NC	57	47	NC	6	3
White	34	2744	34887	94	97	98	487	475	471	3	3	4	9	13	15	62	65	63	26	19	18
Students with Disabilities	NC	557	9588	NC	77	88	NC	420	416	NC	24	30	NC	32	32	NC	38	34	NC	5	5
Students without Disabilities	59	4900	69850	100	99	100	480	461	456	NA	5	7	14	20	23	64	62	59	22	13	12
Limited English Proficient Students	NC	846	13856	NC	93	96	NC	411	407	NC	22	27	NC	44	43	NC	34	29	NC	0	1
Migrant Students	--	35	600	--	88	96	--	422	418	--	17	22	--	43	38	--	40	39	--	NA	2
Economically Disadvantaged	28	2946	38685	100	95	97	472	441	435	4	10	14	21	29	32	54	55	50	21	5	5
Non-Economically Disadvantaged	33	2511	40753	97	98	99	485	477	467	NA	3	5	6	12	16	73	65	62	21	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	5524	79971	100	98	99	407	415	423	6	8	8	52	46	41	41	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2715	38974	100	98	99	426	429	437	3	5	5	38	40	33	59	53	57	NA	2	4
Male	34	2808	40895	100	97	98	391	402	410	9	11	10	65	53	47	26	35	41	NA	1	2
African American	NC	235	4203	NC	98	99	NC	408	411	NC	8	11	NC	55	45	NC	34	43	NC	3	2
Hispanic	21	2166	34481	100	97	99	414	399	410	5	12	10	48	53	46	48	35	43	NA	1	1
Asian/Pacific Islander	NC	119	2067	NC	98	99	NC	440	449	NC	2	4	NC	36	28	NC	60	60	NC	3	8
American Indian/Alaskan Native	NC	224	3995	NC	97	96	NC	403	409	NC	11	10	NC	50	47	NC	38	42	NC	0	1
White	36	2779	35150	100	98	99	406	429	437	6	5	5	56	41	35	39	52	56	NA	2	5
Students with Disabilities	NC	645	10258	NC	90	94	NC	373	377	NC	20	23	NC	54	51	NC	24	25	NC	1	1
Students without Disabilities	60	4879	69713	100	99	100	409	420	429	7	6	5	50	45	39	43	46	52	NA	2	3
Limited English Proficient Students	NC	865	13985	NC	95	97	NC	371	382	NC	22	18	NC	56	54	NC	22	27	NC	0	0
Migrant Students	--	37	608	--	93	97	--	397	389	--	8	16	--	62	50	--	30	33	--	NA	0
Economically Disadvantaged	28	2986	38994	100	97	98	415	401	409	4	11	10	50	52	47	46	36	41	NA	1	1
Non-Economically Disadvantaged	35	2538	40977	100	99	100	400	432	437	9	4	5	54	40	34	37	53	56	NA	3	5

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

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	5739	80147	97	98	99	507	498	482	1	6	11	12	13	17	53	48	49	33	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	2849	39281	96	99	99	497	498	483	2	5	9	12	13	17	58	49	50	28	33	24
Male	32	2889	40780	100	98	98	520	497	482	NA	7	12	13	12	17	47	48	48	41	32	24
African American	NC	252	4249	NC	98	99	NC	478	464	NC	11	17	NC	19	22	NC	51	48	NC	19	13
Hispanic	22	2106	33494	96	98	99	506	479	466	NA	9	15	5	18	23	68	55	49	27	18	14
Asian/Pacific Islander	NC	144	2103	NC	100	99	NC	513	515	NC	2	4	NC	12	8	NC	42	44	NC	44	45
American Indian/Alaskan Native	NC	239	4117	NC	98	96	NC	472	456	NC	10	19	NC	25	27	NC	50	46	NC	15	8
White	37	2998	36122	97	98	99	515	514	501	3	4	5	14	8	10	41	44	50	43	44	35
Students with Disabilities	NC	657	10295	NC	90	92	NC	451	443	NC	25	33	NC	27	26	NC	38	33	NC	10	8
Students without Disabilities	66	5082	69852	100	99	100	505	503	488	2	4	7	9	11	16	59	50	51	30	35	26
Limited English Proficient Students	NC	640	12722	NC	96	97	NC	449	441	NC	19	27	NC	31	33	NC	45	37	NC	5	3
Migrant Students	--	37	622	--	100	97	--	465	454	--	19	19	--	27	30	--	38	43	--	16	8
Economically Disadvantaged	34	2944	38371	94	97	97	494	480	465	NA	9	15	18	18	23	65	52	49	18	20	13
Non-Economically Disadvantaged	41	2795	41776	100	99	100	517	516	498	2	3	6	7	7	11	44	45	49	46	45	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	5655	79686	100	97	98	488	478	470	5	7	11	16	21	24	62	61	57	17	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	2823	39163	100	98	99	487	482	475	4	6	9	18	19	22	60	63	60	18	12	10
Male	32	2831	40438	100	96	97	491	474	465	6	9	13	13	22	25	66	60	54	16	10	7
African American	NC	248	4228	NC	96	98	NC	465	458	NC	11	15	NC	23	28	NC	61	53	NC	4	4
Hispanic	23	2071	33299	100	96	98	480	458	452	4	12	17	26	30	32	61	54	47	9	4	3
Asian/Pacific Islander	NC	141	2097	NC	98	99	NC	490	490	NC	3	5	NC	18	13	NC	65	68	NC	14	14
American Indian/Alaskan Native	NC	236	4087	NC	97	96	NC	454	446	NC	10	16	NC	40	38	NC	49	44	NC	1	2
White	38	2959	35914	100	97	98	494	495	489	8	3	5	11	13	15	58	67	67	24	17	14
Students with Disabilities	11	571	9808	100	78	87	486	440	432	18	25	35	18	35	32	45	35	30	18	5	3
Students without Disabilities	66	5084	69878	100	99	100	489	482	475	3	5	8	15	19	23	65	64	61	17	12	9
Limited English Proficient Students	NC	617	12594	NC	93	96	NC	425	422	NC	31	34	NC	46	45	NC	23	21	NC	0	0
Migrant Students	--	34	611	--	92	95	--	448	439	--	18	22	--	44	39	--	35	37	--	3	2
Economically Disadvantaged	36	2879	38095	100	95	97	477	462	452	3	11	17	22	29	32	69	55	48	6	5	3
Non-Economically Disadvantaged	41	2776	41591	100	98	99	499	495	486	7	3	6	10	13	16	56	67	65	27	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	5728	80372	97	98	99	486	476	475	NA	3	4	27	31	30	72	64	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2841	39452	98	99	99	496	487	488	NA	2	3	14	22	22	84	73	72	2	3	3
Male	31	2887	40836	97	98	98	472	464	464	NA	4	6	45	39	37	55	56	56	NA	1	1
African American	NC	249	4264	NC	97	99	NC	470	465	NC	4	5	NC	38	35	NC	57	59	NC	2	1
Hispanic	23	2102	33608	100	98	99	487	460	462	NA	6	6	17	38	36	83	55	57	NA	1	1
Asian/Pacific Islander	NC	143	2098	NC	99	99	NC	492	500	NC	1	2	NC	22	16	NC	72	75	NC	5	7
American Indian/Alaskan Native	NC	239	4128	NC	98	97	NC	462	464	NC	3	4	NC	48	39	NC	49	56	NC	NA	1
White	36	2995	36213	95	98	99	481	487	489	NA	2	2	36	24	22	61	72	72	3	3	3
Students with Disabilities	NC	651	10526	NC	89	94	NC	428	427	NC	13	15	NC	53	53	NC	32	31	NC	2	1
Students without Disabilities	66	5077	69846	100	99	100	487	481	482	NA	2	3	27	28	26	71	68	69	2	2	2
Limited English Proficient Students	NC	637	12747	NC	96	97	NC	421	432	NC	16	12	NC	52	52	NC	32	36	NC	NA	0
Migrant Students	--	37	621	--	100	97	--	450	452	--	14	9	--	38	40	--	49	51	--	NA	0
Economically Disadvantaged	35	2941	38521	97	97	98	485	462	461	NA	5	6	20	38	38	80	56	55	NA	1	1
Non-Economically Disadvantaged	40	2787	41851	98	99	100	486	491	489	NA	1	3	33	23	22	65	73	72	3	3	4

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

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	5603	79306	96	98	99	524	518	504	3	9	13	13	15	20	55	50	49	30	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2724	38845	95	98	99	527	518	505	5	8	11	10	16	20	55	51	50	31	26	18
Male	29	2879	40383	97	97	98	521	517	504	NA	10	14	17	14	19	55	50	47	28	26	19
African American	NC	240	4171	NC	98	98	NC	494	485	NC	15	20	NC	23	26	NC	50	44	NC	12	10
Hispanic	18	2000	32673	100	98	99	506	496	487	NA	14	18	17	22	25	78	52	46	6	12	10
Asian/Pacific Islander	NC	157	2147	NC	99	99	NC	535	539	NC	6	5	NC	6	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	NC	232	4034	NC	98	97	NC	493	479	NC	15	22	NC	27	29	NC	48	43	NC	10	7
White	41	2974	36234	93	98	99	532	535	523	2	4	6	10	9	13	49	49	52	39	37	28
Students with Disabilities	NC	622	10286	NC	87	91	NC	469	462	NC	32	41	NC	27	27	NC	34	27	NC	7	5
Students without Disabilities	65	4981	69020	100	99	100	529	523	510	2	6	9	9	14	18	58	52	52	31	28	21
Limited English Proficient Students	NC	601	10291	NC	95	96	NC	462	458	NC	34	38	NC	33	34	NC	31	26	NC	3	2
Migrant Students	--	33	630	--	100	95	--	486	478	--	27	24	--	18	27	--	48	43	--	6	6
Economically Disadvantaged	30	2874	37437	94	97	97	510	499	486	NA	13	19	20	21	26	63	51	46	17	14	9
Non-Economically Disadvantaged	41	2729	41869	98	98	100	535	538	521	5	4	7	7	9	14	49	49	51	39	39	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	5547	79000	100	97	98	499	496	489	3	7	10	20	20	24	65	62	58	12	11	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	2710	38774	100	98	99	503	501	494	2	5	7	18	19	22	68	63	61	11	12	10
Male	30	2837	40150	100	96	98	494	492	485	3	9	12	23	21	25	60	61	55	13	9	8
African American	NC	238	4153	NC	97	98	NC	481	476	NC	11	13	NC	24	30	NC	61	53	NC	4	4
Hispanic	18	1963	32508	100	96	98	482	476	472	NA	12	15	28	31	33	72	53	49	NA	4	3
Asian/Pacific Islander	NC	156	2142	NC	99	99	NC	510	510	NC	2	4	NC	17	14	NC	66	67	NC	15	16
American Indian/Alaskan Native	NC	228	4016	NC	97	96	NC	474	467	NC	11	14	NC	32	37	NC	54	46	NC	4	2
White	44	2962	36135	100	97	98	504	513	508	5	3	4	14	12	14	70	69	67	11	16	15
Students with Disabilities	NC	569	9991	NC	79	88	NC	456	449	NC	22	33	NC	36	36	NC	39	29	NC	3	2
Students without Disabilities	65	4978	69009	100	99	100	507	500	495	NA	5	6	14	19	22	72	65	62	14	12	10
Limited English Proficient Students	NC	573	10199	NC	91	95	NC	441	439	NC	33	35	NC	46	47	NC	20	18	NC	1	0
Migrant Students	--	33	629	--	100	95	--	456	457	--	24	22	--	42	41	--	33	37	--	NA	1
Economically Disadvantaged	32	2829	37234	100	96	97	488	478	472	6	11	15	22	29	33	63	55	50	9	4	3
Non-Economically Disadvantaged	42	2718	41766	100	98	99	508	515	505	NA	2	5	19	11	16	67	69	65	14	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	5609	79611	93	98	99	504	490	496	3	7	7	42	43	37	55	50	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	2732	39016	95	98	99	508	505	511	2	4	4	36	34	29	62	61	66	NA	1	1
Male	27	2877	40519	90	97	98	497	476	482	4	9	10	52	51	44	44	40	46	NA	1	0
African American	NC	236	4188	NC	96	98	NC	480	486	NC	9	9	NC	45	40	NC	44	50	NC	2	0
Hispanic	17	2001	32855	94	98	99	503	470	481	NA	11	10	41	51	43	59	37	47	NA	0	0
Asian/Pacific Islander	NC	157	2149	NC	99	100	NC	508	519	NC	3	4	NC	31	24	NC	66	70	NC	1	2
American Indian/Alaskan Native	NC	231	3992	NC	98	96	NC	477	478	NC	8	10	NC	52	46	NC	40	44	NC	NA	0
White	41	2984	36380	93	98	99	500	504	511	2	4	4	49	36	30	49	59	65	NA	1	1
Students with Disabilities	NC	639	10664	NC	89	94	NC	437	440	NC	21	23	NC	56	54	NC	20	22	NC	4	1
Students without Disabilities	65	4970	68947	100	99	100	506	496	504	2	5	4	42	41	34	57	54	61	NA	0	1
Limited English Proficient Students	NC	599	10362	NC	95	97	NC	415	438	NC	30	22	NC	56	57	NC	14	21	NC	0	NA
Migrant Students	--	32	636	--	97	96	--	439	467	--	25	14	--	56	47	--	19	38	--	NA	0
Economically Disadvantaged	28	2874	37626	88	97	98	508	472	479	7	10	10	29	51	45	64	38	45	NA	1	0
Non-Economically Disadvantaged	41	2735	41985	98	99	100	501	508	511	NA	3	4	51	34	30	49	63	65	NA	1	1

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

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	5505	79327	100	98	98	532	531	518	13	12	19	13	16	20	47	50	46	27	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2626	38961	100	98	98	531	532	520	10	11	16	15	17	20	55	51	48	20	21	16
Male	40	2875	40295	100	98	97	532	531	516	15	13	21	13	16	19	43	48	44	30	23	16
African American	NC	215	4247	NC	97	98	NC	504	499	NC	24	27	NC	25	24	NC	41	41	NC	10	8
Hispanic	14	1926	32327	100	98	98	497	510	499	29	18	27	29	23	25	36	49	41	7	10	8
Asian/Pacific Islander	NC	138	1939	NC	98	99	NC	542	556	NC	9	6	NC	15	10	NC	51	47	NC	25	36
American Indian/Alaskan Native	NC	240	4391	NC	95	96	NC	502	489	NC	25	32	NC	23	27	NC	44	36	NC	8	4
White	35	2984	36373	100	99	98	546	549	538	6	7	10	9	11	14	54	51	52	31	31	25
Students with Disabilities	NC	587	9321	NC	89	87	NC	473	467	NC	44	54	NC	23	22	NC	27	21	NC	5	3
Students without Disabilities	55	4918	70006	100	99	100	535	537	524	11	8	14	15	15	19	45	53	49	29	24	18
Limited English Proficient Students	NC	525	9431	NC	95	95	NC	475	466	NC	40	53	NC	30	27	NC	29	18	NC	1	1
Migrant Students	--	37	635	--	90	94	--	490	488	--	30	31	--	24	29	--	43	36	--	3	4
Economically Disadvantaged	26	2687	37097	100	97	97	512	511	498	27	18	27	15	21	25	38	49	41	19	11	7
Non-Economically Disadvantaged	34	2818	42230	100	99	99	546	550	535	3	6	11	12	11	15	53	50	50	32	32	24

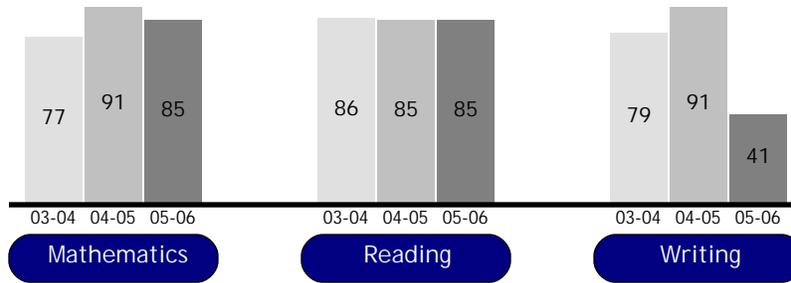
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	5447	79501	100	97	98	518	506	497	3	6	10	12	20	25	80	68	60	5	6	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2606	39062	100	98	99	528	510	502	NA	5	8	5	19	23	85	70	64	10	6	5
Male	39	2837	40368	100	97	98	513	503	491	5	8	13	15	22	27	77	66	57	3	5	3
African American	NC	214	4279	NC	97	99	NC	492	485	NC	11	14	NC	30	30	NC	56	54	NC	3	2
Hispanic	13	1887	32389	93	96	98	497	488	478	8	10	16	15	31	34	77	58	48	NA	2	1
Asian/Pacific Islander	NC	137	1936	NC	97	99	NC	506	519	NC	4	3	NC	24	14	NC	69	73	NC	4	9
American Indian/Alaskan Native	NC	234	4401	NC	93	96	NC	482	473	NC	11	17	NC	36	40	NC	50	43	NC	2	1
White	35	2973	36446	100	98	99	525	521	516	3	4	4	6	12	15	86	76	73	6	8	7
Students with Disabilities	NC	532	9411	NC	80	88	NC	461	453	NC	28	36	NC	34	36	NC	34	26	NC	4	1
Students without Disabilities	54	4915	70090	100	99	100	522	510	502	4	4	7	9	19	24	81	72	65	6	6	5
Limited English Proficient Students	NC	496	9401	NC	90	94	NC	450	443	NC	28	40	NC	51	46	NC	20	14	NC	1	0
Migrant Students	--	35	642	--	85	95	--	475	465	--	11	24	--	43	41	--	43	35	--	3	0
Economically Disadvantaged	25	2646	37183	96	96	97	502	489	479	8	10	16	20	29	34	72	59	49	NA	2	1
Non-Economically Disadvantaged	34	2801	42318	100	98	99	530	522	513	NA	3	5	6	12	17	85	76	70	9	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	5492	80000	100	98	99	567	565	564	3	3	3	3	10	11	85	77	75	8	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	2626	39288	100	98	99	596	580	579	NA	2	2	NA	5	6	85	78	77	15	15	16
Male	39	2862	40644	100	97	98	552	552	549	5	4	4	5	14	15	85	76	74	5	6	7
African American	NC	218	4307	NC	99	99	NC	550	551	NC	6	4	NC	11	13	NC	75	75	NC	8	7
Hispanic	13	1917	32672	93	97	99	549	548	548	8	4	4	NA	13	14	85	77	76	8	6	6
Asian/Pacific Islander	NC	138	1945	NC	98	99	NC	577	592	NC	1	1	NC	10	4	NC	77	69	NC	12	25
American Indian/Alaskan Native	NC	240	4424	NC	95	97	NC	546	549	NC	4	3	NC	15	14	NC	77	77	NC	5	5
White	35	2977	36602	100	98	99	570	578	579	3	2	2	6	8	7	83	77	75	9	14	16
Students with Disabilities	NC	585	9919	NC	88	93	NC	497	505	NC	11	9	NC	34	35	NC	51	54	NC	5	2
Students without Disabilities	54	4907	70081	100	99	100	570	572	571	4	2	2	4	7	7	83	80	79	9	11	12
Limited English Proficient Students	NC	517	9571	NC	93	96	NC	490	502	NC	14	10	NC	29	29	NC	56	60	NC	2	1
Migrant Students	--	37	654	--	90	97	--	529	534	--	8	7	--	14	16	--	78	74	--	NA	3
Economically Disadvantaged	25	2675	37534	96	97	98	561	547	547	4	4	4	4	14	15	88	77	76	4	5	5
Non-Economically Disadvantaged	34	2817	42466	100	99	100	572	582	578	3	1	2	3	7	7	82	77	75	12	15	16

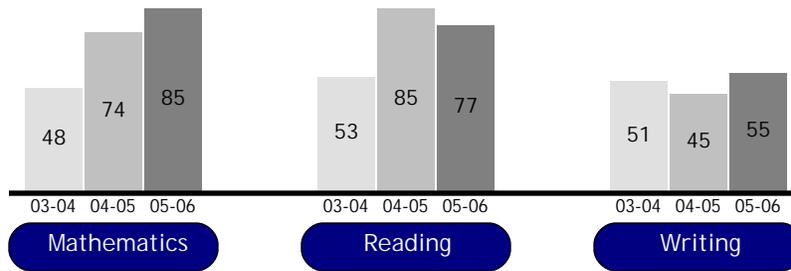
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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

3rd Grade Proficiency



5th Grade Proficiency



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

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

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

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

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

Met Percent Tested:

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

Met Test Objectives:

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

Met Attendance Rate:

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

Met Graduation Rate:

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

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	68	NA	58	98	62	50	47	96	61	50	46
	Language	96	46	53	50	98	59	49	47	96	61	50	48
	Mathematics	95	69	71	64	98	57	54	50	100	72	56	52
3	Reading	97	68	NA	55	100	56	50	44	100	65	52	46
	Language	97	62	63	61	100	53	49	44	100	67	48	46
	Mathematics	91	64	66	61	100	64	55	51	100	70	56	52
4	Reading	94	72	NA	56	100	58	52	48	100	63	58	52
	Language	95	58	55	52	100	58	52	49	97	63	58	52
	Mathematics	95	68	68	61	100	62	59	53	97	68	67	58
5	Reading	100	57	NA	55	96	61	55	50	100	67	61	56
	Language	99	48	55	49	96	61	55	50	93	68	59	54
	Mathematics	98	57	71	63	96	55	54	49	96	63	59	52
6	Reading	99	65	NA	56	99	62	58	51	100	73	63	56
	Language	99	64	55	48	99	57	54	47	100	70	58	50
	Mathematics	95	83	76	66	99	65	62	52	100	73	68	58

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

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

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	1.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	1	4	0	0
7 to 9 years	0	1	0	0
10 or more years	7	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two Computer Labs
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Team Frost Running Club
- Ü Band
- Ü Strings
- Ü Choral groups
- Ü Musicals
- Ü Mock Space Shuttle Program
- 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 2005-06

School Achievements/Accomplishments 2005-06

- ü Read Naturally Program-facilitates student growth in reading fluency.

- ü Accelerated Reading and Accelerated Math-increase student skills.

- ü Teachers use two PC labs to facilitate student learning in the content areas as well as to allow students to make presentations.

- ü Two certified Interventionists help students learn the State Standards.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

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

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

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

School Safety

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

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

1

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

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

Contacts

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

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

DEFINITIONS:

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

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

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

Performing - meets state performance goals.

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

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

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

TITLE I TERMS

Title I School Improvement Year 1

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

Title I School Improvement Year 2

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

Title I School Improvement Year 3 or Corrective Action

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

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

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

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

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

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

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

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

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

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

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

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

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