

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Frye Elementary School

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

Chandler Unified District
801 E. Frye Road, Chandler, AZ 85225

Principal: Dr. Paul C. Ritz

Schedule: 7:30 AM to 4:00 PM

Web Address: www.chandler.k12.az.us

E-mail: ritzp@chandler.k12.az.us

Grades: Pre-K-6

2002 Enrollment: 793

Phone: (480) 812-6400

Fax: (480) 812-6420

∨ School Overview ∨

Mission

The mission of Frye School is to develop responsible, productive and compassionate individuals who will be prepared to meet the challenges of an ever-changing global society by providing a quality education in a safe and nurturing environment through a relevant, integrated curriculum. This is accomplished by maintaining a respect and acceptance of individual and cultural diversity through a collaborative effort of home, school and community.

Organization and Philosophy

- w Self-contained Classrooms
- w 90-minute Language Arts/Reading Block
- w 75 Minutes of Math Instruction Daily
- w Shared Governance Model

Instructional Programs

- w Success For All, Reading and Language
- w SFA Math Wings Program
- w Program for Second Language Learners
- w Kinder Roots and Math Wings Program
- w Preschool
- w On-site Special Education
- w Extracurricular Academic Opportunities
- w Portfolios/Student-led Conferences

School/Academic Goals

- w Students will experience success at or above grade level within the language arts curriculum. These include oral presentations and writing skills, reading, language usage and spelling. Writing is emphasized at Frye.
- w Students will improve math skills and develop an authentic appreciation of math. This appreciation begins with problem solving and relevant application. The Math Wings program provides 75 minutes of intense instruction daily.
- w Students are involved in a strong language arts model entitled Success For All. This involves strong phonetic, oral language and vocabulary development. Individualized group Reading instruction is for 90 minutes per day throughout the school year.
- w Students will have opportunities to use computers in centers, word processing, higher-order thinking skills and research. Computers will be available in the classroom and in the lab.

Enrollment

October 1, 2001 School Year Student Enrollment:	855
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	54

¹ For an explanation of the Achievement Profiles, please visit <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.

∨ **School Site Council** ∨

Council Composition

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

Council Duties

- w Determine Curricular Goals
- w School Safety Issues
- w Student Achievement
- w Parent/Educator Relations
- w Long-term Planning
- w Instructional Strategies

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	39.40
Other Professional Staff	5.50	Teacher Aide	18.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	13	1	0	0
7 to 9 years	3	4	0	0
10 or more years	5	8	0	0

∨ **Shared Responsibilities** ∨

School

Frye welcomes parents in the decision-making process. Parents and staff work closely together in determining the direction for the school through a strategic planning session and the Frye Community Council/Leadership Team. This Council meets monthly to reinforce the direction established by the Strategic Planning Session from the previous year. All are invited to participate in this process. Frye assures parents of quality instruction within a nurturing and safe environment.

Parents

Parents are expected to have their students attend school on time every day; are expected to take an active role in their child's education by participating in homework and family education opportunities; are expected to communicate with classroom teachers on a regular basis to be aware of their child's progress and educational needs. Implementation of the Success For All program has increased parental expectations and support. Both SFA programs require parental participation in daily homework.

∨ **Transportation Policy** ∨

Frye Elementary School's boundary area encompasses nearly six square miles. The majority of our students live in four areas: Older housing surrounding the school, new housing immediately adjacent to the school and several large trailer parks. Recently, several large apartment complexes have opened which has impacted our numbers. Approximately 15% of Frye students arrive by bus. A number of Frye's special children require transportation throughout the district.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	7/31/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	6/4/03

Operates on Year-round Schedule

Report Card Release Dates

10/4/02	10/19/02	3/7/03	6/4/03
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Additional Calendar/Report Card Information

Frye is involved in developing student portfolios. Students assist in developing these portfolios and utilize them in conferencing with their parents. Frye has successfully utilized student-led conferences at the spring conferences since 1997. Information about the child's Success For All reading and language arts progress is attached to the report card. The Chandler School district has implemented a new report card in grades K-6.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ 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.

Special Facilities

W IBM-compatible Computer Lab-32 Computers	W CD ROM in Media Center and Classrooms
W 15 Acres Next to Folley Park	W Centralized Media Center

Extracurricular Activities

W Computer Club	W Art Club
W Running Club	W Frye Choir/Drama Club
W Ballet Folklorico	W Boys/Girls Basketball
W Breakfast Club	W Saturday Science Club

School/Community Resources

W Breakfast Program	W Lunch Program
W Clothing/Food Banks	W Counseling Services
W San Marcos Health Clinic	W Recreational Activities
W Adult Education	W Family Support Team/Teacher Assistance

∨ 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

- | | |
|--|---|
| <p>W Frye has been involved with the SFA Foundation since 1998. Frye had received an \$80,000 grant. Frye added the Math Wings Program to its curricula. Frye receives recognition from SFA for its implementation of both SFA Reading and Math WINGS.</p> | <p>W Frye used the A+ recognition program as a vehicle for school improvement. Frye was named a semi-finalist. After a visit, the Arizona Educational Foundation named Frye one of the top four schools in the state in April 1998.</p> |
| <p>W Frye has had a partnership with the Intel Latino Network for the past several years. Through their efforts Frye has had special programs implemented by Intel volunteers and has received over \$50,000 from Intel for various projects.</p> | <p>W Frye was chosen as an Exemplary School in the spring of 1998. As part of this commitment, Frye served in a mentoring capacity with an elementary school in Yuma.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	28.9 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	4.5 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	13.3 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.6 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	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.

⁴ 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.

⁵ 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.

⁶ 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.

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

⁸ 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.

⁹ 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
Administrator of the Year - Chandler Cham. of Commerce	2002
State Poetry Contest - Runner-up/Winners	2002
Chosen as Exemplary School, Arizona	1998
A+ School Recognition	1998

∨ 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 ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	82	503	20%	23%	45%	12%
	School State	58840	524	9%	17%	45%	29%
Writing	School	83	521	17%	11%	64%	8%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	85	494	22%	32%	26%	20%
	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

Reading	School	90	495	22%	33%	37%	8%
	State	61305	505	21%	20%	43%	15%
Writing	School	92	505	13%	37%	39%	11%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	95	484	14%	43%	23%	20%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class 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	--	--	--	--	--	--	--	--	--	58	46	60	--	--	--
2	Reading	--	--	--	100	32	50	44	54	52	65	46	53	59	45	57
	Language	--	--	--	100	18	40	78	51	43	68	35	44	56	38	48
	Mathematics	--	--	--	100	31	51	80	64	55	66	54	57	58	49	61
3	Reading	90	43	47	100	39	47	80	39	48	77	48	50	69	34	50
	Language	88	54	49	100	44	51	78	50	54	79	58	56	70	49	57
	Mathematics	88	53	46	100	47	49	72	54	52	80	60	54	70	44	56
4	Reading	97	45	53	100	39	54	76	47	54	70	38	55	74	43	55
	Language	100	38	47	100	38	49	81	40	48	71	39	50	77	44	50
	Mathematics	100	37	51	100	35	54	78	46	55	70	44	57	76	48	58
5	Reading	99	32	51	100	43	51	87	35	51	87	33	51	70	37	53
	Language	100	33	42	100	37	44	90	33	45	91	34	45	71	38	47
	Mathematics	100	36	51	100	42	54	87	38	55	87	48	57	71	55	59
6	Reading	96	41	53	100	37	54	88	50	53	92	37	54	55	38	56
	Language	97	32	41	100	26	44	97	42	44	95	29	45	62	24	47
	Mathematics	96	34	57	100	33	59	94	53	60	92	49	63	61	47	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 Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ 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.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	64	53
Grades 3-4	78	77
Grades 4-5	76	77
Grades 5-6	91	79
Grades 6-7	***	***

*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

Frye has a very diverse population which allows us to value and celebrate our differences. We do this by consistently outlining student expectations. Student behavior is monitored and behavior plans are implemented when needed. The SFA Getting Along Curriculum is implemented in the classroom which encourages making appropriate choices, conflict resolution and social problem solving. Frye also uses a Responsibility Room to assist students in developing effective behavior plans.

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).

1

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	\$2,190	\$1,703,176
Classroom Supplies	\$50	\$38,629
Administration	\$365	\$283,544
Support Services-Students	\$242	\$188,383
Other Support Services and Operations	\$601	\$467,606
Total Expenditures- All Categories 2000-2001	\$3,448	\$2,681,338

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
School Site Council	Paul C. Ritz	(480) 812-6400	
Transportation Policy	Cathy Brown	(480) 812-7275	
Community Resources	Christine Chester	(480) 812-6400	
School Nutrition Programs	Cathy Brown	(480) 812-7240	
Parent Organization	Theresa Villalobos	(480) 917-8981	
Student Health/Nurse	Laura Douglas	(480) 812-6402	

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.

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