

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

801 E Frye Rd, Chandler, AZ 85225

Chandler 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)

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

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

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 Overview

Principal/Administrator : Dr. Paul C. Ritz
 Schedule : 7:30 AM to 4:00 PM
 Grades : Pre-K-6
 2004 Enrollment : 775
 Web Address :
 Phone Number : (480) 812-6400
 Fax Number : (480) 812-6420
 E-mail : ritz.paul@chandler.k12.az.us

Mission

Our mission is to develop responsible, productive and compassionate individuals who will be prepared to meet the challenges of an ever-changing, global society by providing 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.

School / Academic Goals

- ü Students will experience success in reading at or above grade level. Students are provided an individualized reading program which also emphasizes language and writing. This all ties into a love for reading. SFA Reading is 90 minutes daily.
- ü 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.
- ü Writing is emphasized within the SFA Reading Program and beyond. Students are involved with the 'Six Traits of Writing.' Poetry is common throughout grade levels.

Enrollment

October 1, 2003 School Year Student Enrollment : 829
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 87

Instructional Programs

- ü Success For All, Reading and Language
- ü Success for All Math Wings Program
- ü Program for Second Language Learners
- ü Kinder Korner from Success for All

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

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.

Parents

Parents are expected to have their children attend school on time; participate in homework and family education opportunities; communicate with classroom teachers on a regular basis. The SFA programs require parental participation in daily homework.

Transportation Policy

Frye encompasses six square miles. Under district policy, students must walk to school if they live within one mile of the school. Ninety-five percent of our students walk, or are brought to school by parents, and five percent arrive by bus. Special education students require transportation throughout the district.

School Honors

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

Award/Honor	Year
ü Administrator of the Year - Chandler Cham. of Commerce	2002
ü State Poetry Contest - Runner-up/Winners (multiple)	2004
ü Chosen as Exemplary School, Arizona	1998
ü A+ School Recognition	1998

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	105	2220	75509	100	100	100	501	531	521	18	8	13	32	19	23	34	37	33	16	36	31
All Students (Prior Year)	113	2034	75372	92	98	100	504	529	523	22	7	9	27	20	25	29	39	36	23	34	30
Female	42	1107	37013	100	100	100	499	534	522	13	7	12	33	19	24	44	38	33	10	37	31
Male	63	1113	38430	100	99	99	502	528	521	22	9	14	31	20	22	27	36	33	20	35	31
African American	14	124	3660	100	98	99	485	514	496	29	11	24	36	23	31	21	40	28	14	25	18
Hispanic	69	705	30486	100	100	99	501	510	505	13	14	18	39	29	29	33	37	32	15	20	21
Asian/Pacific Islander	NC	124	1780	NC	100	98	NC	557	549	NC	4	5	NC	9	13	NC	31	33	NC	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	17	1232	35192	100	99	99	512	541	534	24	5	8	18	15	19	35	37	35	24	43	39
Students with Disabilities	NC	252	9708	NC	100	100	NC	508	489	NC	15	32	NC	33	27	NC	29	24	NC	23	17
Students without Disabilities	96	1968	65801	99	99	98	503	533	525	17	7	11	32	18	23	35	38	34	16	37	33
Limited English Proficient Students	31	259	16928	74	63	100	472	470	485	31	37	29	50	37	33	19	22	26	0	3	12
Migrant Students	NC	35	750				NC	486	499	NC	26	21	NC	35	29	NC	30	30	NC	9	20
Economically Disadvantaged	81	689	36411				492	508	503	21	15	19	34	30	29	37	35	32	9	20	20
Non-Economically Disadvantaged	24	1531	39040				528	540	534	9	5	8	27	15	19	27	38	34	36	42	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	105	2224	75492	100	100	100	506	526	519	16	8	12	27	14	16	45	50	47	11	29	24
All Students (Prior Year)	111	2040	75221	90	98	100	508	529	523	12	5	8	32	12	16	45	57	56	11	25	21
Female	42	1107	37014	100	100	100	510	531	523	5	5	10	31	12	15	54	48	48	10	35	27
Male	63	1117	38400	100	100	99	503	521	516	24	11	14	24	15	17	39	52	47	12	23	21
African American	14	124	3665	100	98	99	495	518	505	14	9	20	43	19	22	43	49	43	0	23	14
Hispanic	69	708	30438	100	100	99	508	510	508	13	14	17	27	22	21	46	49	47	13	15	15
Asian/Pacific Islander	NC	124	1773	NC	100	98	NC	536	534	NC	4	4	NC	11	10	NC	49	50	NC	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	17	1233	35177	100	99	99	510	534	528	29	5	8	6	9	13	47	50	49	18	35	31
Students with Disabilities	NC	254	9707	NC	100	100	NC	513	495	NC	14	33	NC	25	21	NC	43	33	NC	19	13
Students without Disabilities	96	1970	65785	99	99	98	505	527	522	16	7	10	28	13	16	45	50	49	11	29	26
Limited English Proficient Students	31	259	16905	74	63	100	484	477	489	29	44	34	43	36	28	29	20	32	0	0	6
Migrant Students	NC	35	763				NC	501	499	NC	17	21	NC	30	30	NC	43	40	NC	9	8
Economically Disadvantaged	81	690	36302				500	509	507	18	15	18	33	22	21	44	49	46	5	14	14
Non-Economically Disadvantaged	24	1534	39164				525	532	528	9	5	8	9	10	13	50	50	48	32	34	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	104	2206	75053	100	99	99	592	618	597	1	4	7	14	8	12	80	77	72	5	11	9
All Students (Prior Year)	109	2003	73654	89	96	99	520	540	530	17	6	9	19	10	13	56	74	70	8	10	7
Female	42	1102	36872	100	100	99	624	642	621	0	1	5	8	6	9	82	79	74	10	14	12
Male	62	1104	38109	100	98	99	565	594	573	2	7	10	19	10	14	79	75	69	0	8	6
African American	14	124	3636	100	98	99	546	597	568	7	3	12	14	10	16	79	78	67	0	9	6
Hispanic	68	694	30235	100	99	98	602	582	575	0	6	9	10	13	14	82	75	70	8	6	6
Asian/Pacific Islander	NC	124	1768	NC	100	98	NC	654	651	NC	4	3	NC	2	5	NC	79	72	NC	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	17	1230	35028	100	99	99	595	635	613	0	3	6	31	6	10	69	78	73	0	13	11
Students with Disabilities	NC	251	9625	NC	100	100	NC	555	530	NC	18	21	NC	18	21	NC	57	55	NC	7	4
Students without Disabilities	95	1955	65428	98	99	98	593	623	604	1	3	6	14	7	11	80	78	73	5	11	10
Limited English Proficient Students	31	253	16765	74	62	100	596	527	525	0	12	17	14	22	20	71	63	60	14	3	2
Migrant Students	NC	34	752				NC	543	562	NC	5	9	NC	36	18	NC	55	68	NC	5	5
Economically Disadvantaged	80	680	36077				581	580	566	2	4	10	16	13	16	78	77	69	5	5	5
Non-Economically Disadvantaged	24	1526	38950				624	633	618	0	4	5	9	6	9	86	77	73	5	13	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	121	2175	76019	100	99	100	483	510	499	18	9	14	46	33	39	10	16	14	26	42	33
All Students (Prior Year)	110	2101	76230	95	99	100	494	510	498	14	8	12	40	33	38	13	15	12	32	45	37
Female	69	1073	37207	100	99	100	486	511	499	17	7	12	46	36	41	10	17	14	27	40	33
Male	52	1099	38677	100	99	100	478	509	498	19	12	15	46	31	38	11	14	13	24	44	34
African American	15	132	3817	100	100	100	461	490	475	43	16	23	36	43	47	7	16	11	14	26	18
Hispanic	86	640	29458	100	98	100	484	483	480	14	18	20	48	47	48	14	13	12	23	22	20
Asian/Pacific Islander	NC	98	1673	NC	100	99	NC	542	531	NC	4	4	NC	22	29	NC	12	14	NC	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	16	1257	35880	94	99	100	500	522	515	7	5	7	47	28	32	0	17	16	47	51	45
Students with Disabilities	20	268	9786	100	100	100	424	477	457	71	26	39	29	41	40	0	7	7	0	25	13
Students without Disabilities	101	1907	66233	100	99	99	488	513	503	13	8	11	48	33	39	11	16	14	28	43	35
Limited English Proficient Students	47	220	15206	87	73	100	453	442	459	30	44	31	60	48	53	5	5	7	5	3	9
Migrant Students	NC	37	745				NC	471	473	NC	19	22	NC	63	53	NC	15	11	NC	4	15
Economically Disadvantaged	87	642	35714				475	482	480	22	19	20	44	46	47	14	11	12	19	23	20
Non-Economically Disadvantaged	34	1533	40266				502	520	513	8	6	9	50	29	33	0	17	15	42	49	43

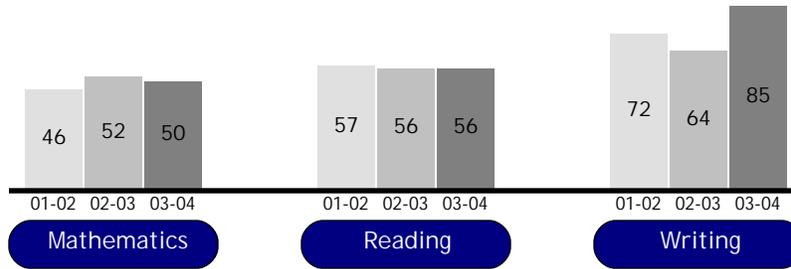
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	2174	76020	100	99	100	487	506	503	47	22	25	28	20	23	23	43	40	2	14	12
All Students (Prior Year)	109	2096	76202	94	99	100	498	509	505	20	13	19	35	22	24	38	52	46	7	13	11
Female	69	1073	37213	100	99	100	490	507	504	44	18	22	30	23	23	22	44	42	4	15	13
Male	52	1098	38666	100	99	100	484	504	501	50	26	29	25	18	22	25	42	38	0	14	12
African American	15	132	3819	100	100	100	487	496	494	43	29	37	36	34	26	21	35	31	0	3	6
Hispanic	86	639	29442	100	98	99	485	491	494	56	45	37	20	23	26	24	27	31	0	5	6
Asian/Pacific Islander	NC	97	1672	NC	100	99	NC	521	513	NC	9	12	NC	10	19	NC	58	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	16	1258	35890	94	99	100	498	512	511	14	12	15	43	19	20	29	50	48	14	19	18
Students with Disabilities	20	268	9784	100	100	100	467	493	485	75	47	58	25	18	19	0	27	19	0	8	4
Students without Disabilities	101	1906	66236	100	99	99	488	507	504	45	20	23	28	21	23	24	44	42	2	15	13
Limited English Proficient Students	47	219	15198	87	73	100	470	472	483	89	88	59	6	7	25	6	4	14	0	0	1
Migrant Students	NC	37	743				NC	480	488	NC	73	50	NC	19	28	NC	8	19	NC	0	3
Economically Disadvantaged	87	640	35703				483	491	494	56	44	37	26	24	26	18	28	31	0	4	6
Non-Economically Disadvantaged	34	1534	40274				498	511	509	24	14	17	32	19	20	36	49	47	8	18	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	121	2165	75673	100	99	100	511	544	530	12	7	12	36	23	25	50	65	58	2	4	4
All Students (Prior Year)	106	2069	74692	91	98	99	499	514	502	17	11	18	34	24	27	43	55	47	6	10	8
Female	69	1070	37099	100	99	100	518	563	548	10	4	8	35	21	22	53	69	64	2	6	6
Male	52	1092	38441	100	99	99	501	525	513	14	10	16	37	26	29	46	61	52	3	3	3
African American	15	131	3791	100	100	99	482	534	506	0	6	18	85	32	29	15	57	50	0	5	3
Hispanic	86	638	29305	100	98	99	507	507	507	16	15	16	31	30	31	49	54	51	4	1	2
Asian/Pacific Islander	NC	98	1665	NC	100	99	NC	590	573	NC	3	6	NC	14	16	NC	72	67	NC	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	16	1250	35760	94	98	99	560	558	550	7	4	9	7	20	21	86	70	64	0	5	6
Students with Disabilities	20	267	9706	100	100	100	439	500	462	50	14	36	25	39	32	25	44	31	0	2	1
Students without Disabilities	101	1898	65967	100	98	99	515	548	536	10	7	10	37	22	25	51	67	60	2	5	5
Limited English Proficient Students	47	218	15115	87	72	100	468	455	471	26	27	26	32	46	38	37	25	35	5	1	1
Migrant Students	NC	37	738				NC	453	488	NC	37	23	NC	30	33	NC	33	43	NC	0	1
Economically Disadvantaged	87	637	35541				502	508	504	13	13	17	39	32	31	46	53	50	2	2	2
Non-Economically Disadvantaged	34	1528	40091				533	558	550	8	5	9	28	20	21	60	69	64	4	5	6

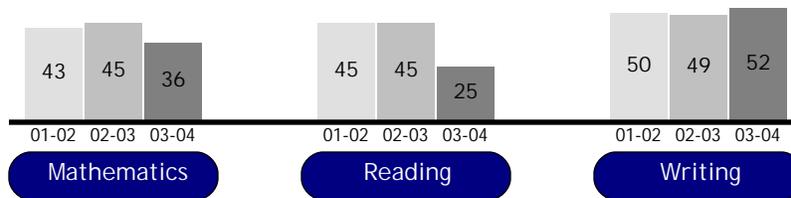
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	N
	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 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 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	97	35	53	44	81	33	57	50	95	39	NA	58
	Language	98	21	50	39	95	24	53	43	98	28	58	50
	Mathematics	98	37	63	52	97	36	63	57	99	55	71	64
3	Reading	97	26	51	43	92	37	56	47	100	36	NA	55
	Language	96	41	57	50	93	44	63	54	100	40	66	61
	Mathematics	97	38	56	50	95	44	61	54	100	44	66	61
4	Reading	97	35	56	47	89	27	60	52	93	41	NA	56
	Language	100	40	53	45	92	29	54	48	97	41	59	52
	Mathematics	99	43	59	52	95	35	61	57	97	39	68	61
5	Reading	98	32	54	46	93	44	58	50	100	32	NA	55
	Language	98	34	50	43	96	39	54	46	100	31	56	49
	Mathematics	98	52	60	54	97	58	65	57	100	44	69	63
6	Reading	100	25	57	49	97	39	59	53	100	50	NA	56
	Language	99	21	51	42	95	32	52	45	100	44	57	48
	Mathematics	99	39	65	58	93	58	68	62	100	60	74	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)
- 7 Teacher(s)
- 7 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	4.50	Teacher Aide	16.00

Years of Teaching Experience for School Year 2004-05

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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	68
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü 32 New Dell Computers in a Lab
- Ü CD ROM in Media Center and Classrooms
- Ü Each Classroom has LCD Capability
- Ü Centralized Library/Media Center

Extracurricular Activities

- Ü 21st Century After School Program
- Ü Art Club
- Ü Running Club
- Ü Saturday Science Club
- Ü Boys' Basketball
- Ü Girls' Basketball

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü CASA Presentations
- Ü Olweus Anti Bullying Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Frye has been involved with the SFA Foundation since 1998. Frye added the Math Wings Program to its curricula in 2000. Frye receives regional and national recognition from SFA for its implementation of both SFA Reading and Math WINGS.
- ü Frye was named one of the top four schools in the state in April 1998 by the Arizona Education Foundation in conjunction with the Arizona Department of Education.
- ü Frye presented at the National Title I Conference in New Orleans, Louisiana in February 2004 regarding its successes in reading and math instruction.
- ü Over the past seven years Frye has competed for a variety of grants and received over \$500,000 in grants for the math and reading programs, after school programs, Saturday Science Club and computers.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	3	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			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	60	57
Grades 3-4	62	60
Grades 4-5	78	85
Grades 5-6	75	72

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

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. In addition, Frye has utilized a 'Responsibility Room' over the years to assist with discipline. The school has also implemented the 'Getting Along Together' curriculum from the SFA Foundation and in 2003 began the implementation of the Olweus Anti-Bullying Program.

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	Dr. Paul C. Ritz	(480) 812-6408
Transportation Policy	Cathy Brown	(480) 812-7275
Community Resources	Christine Chester	(480) 812-6436
School Nutrition Programs	Cathy Brown	(480) 812-7240
Parent Organization	Jose Hernandez/Minnie Garcia	(480) 812-6400
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. "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.

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

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 400 Copies = \$153.00

** 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.