

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

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)

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

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

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	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 : 07:00 AM to 04:00 PM
 Grades : Pre-K-6
 Web Address : ww2.chandler.k12.az.us/frye-elementary
 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.
- ü The Success for All Programs initiated at the Pre-School and Kindergarten levels is an intense academic and behavioral program that produces results that will establish the foundation for continued learning throughout the student's career.

Enrollment

October 1, 2005 School Year Student Enrollment : 734
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 105

Instructional Programs

- ü Success For All (SFA) Reading/Lang
- ü SFA Math Wings Program
- ü Program for Second Language Learners
- ü Kinder Corner (SFA)
- ü Curiosity Corner - Pre-school (SFA)
- ü 21st Century After School Program
- ü Breakfast Club - Before school Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/27/2005
Last Day of School :	6/1/2006

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 which meets monthly.

As an example of this involvement the Frye community requested that school uniforms be considered. During the 2005-06 school year parents were involved in this decision. 72% of Frye parents wanted school uniforms for the 2006-07 school year.

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 Hispanic Educator of the Year in 2005 from Si Se Puede	2005
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	110	2484	80010	99	97	99	423	465	447	15	5	10	31	11	18	51	53	53	3	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1199	38935	100	97	99	426	466	447	13	4	9	32	12	19	53	54	55	2	30	17
Male	57	1281	40974	97	96	98	421	465	448	18	6	11	30	11	18	49	52	52	4	31	19
African American	10	138	4201	100	97	99	NA	443	430	NA	4	17	NA	26	23	NA	56	51	NA	14	9
Hispanic	82	767	34545	99	96	99	422	441	432	17	12	14	34	20	24	45	54	53	4	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	16	1395	35142	100	97	99	439	479	465	6	2	5	19	6	11	75	52	56	NA	40	28
Students with Disabilities	15	312	10161	94	89	93	414	436	419	13	15	28	40	24	28	47	47	36	NA	14	8
Students without Disabilities	95	2172	69849	100	98	100	425	469	451	16	4	7	29	10	17	52	54	56	3	33	19
Limited English Proficient Students	33	205	14013	100	94	97	410	413	413	30	26	24	36	30	34	30	39	39	3	5	3
Migrant Students	NC	10	603	NC	83	96	NC	NA	417	NC	NA	22	NC	NA	32	NC	NA	42	NC	NA	4
Economically Disadvantaged	89	727	39029	99	94	98	421	439	432	17	12	14	33	23	25	48	52	52	2	14	9
Non-Economically Disadvantaged	21	1757	40981	100	98	100	433	476	462	10	2	6	24	7	13	62	53	54	5	38	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	110	2477	79438	99	97	98	423	467	451	22	5	9	33	17	24	42	61	56	4	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1201	38775	100	97	99	430	475	457	17	3	7	34	14	22	43	61	58	6	21	13
Male	57	1272	40560	97	96	97	416	460	446	26	7	12	32	19	25	40	60	54	2	13	9
African American	10	137	4178	100	96	98	NA	452	439	NA	8	13	NA	26	29	NA	55	52	NA	11	6
Hispanic	82	763	34297	99	95	98	422	440	434	21	12	14	35	30	31	40	51	50	4	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	16	1391	34887	100	97	98	442	482	471	19	2	4	25	9	15	50	66	63	6	23	18
Students with Disabilities	15	303	9588	94	86	88	400	431	416	53	18	30	20	32	32	27	45	34	NA	5	5
Students without Disabilities	95	2174	69850	100	98	100	427	472	456	17	3	7	35	15	23	44	63	59	4	19	12
Limited English Proficient Students	33	204	13856	100	94	96	403	404	407	33	31	27	39	43	43	27	25	29	NA	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	89	727	38685	99	94	97	420	437	435	22	12	14	33	32	32	43	50	50	2	5	5
Non-Economically Disadvantaged	21	1750	40753	100	98	99	437	480	467	19	2	5	33	11	16	38	65	62	10	22	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	111	2518	79971	100	98	99	400	444	423	10	4	8	55	27	41	35	65	49	NA	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1214	38974	100	98	99	419	457	437	6	3	5	45	20	33	49	72	57	NA	6	4
Male	58	1300	40895	98	98	98	383	432	410	14	5	10	64	34	47	22	58	41	NA	3	2
African American	10	140	4203	100	99	99	NA	436	411	NA	5	11	NA	31	45	NA	62	43	NA	1	2
Hispanic	83	776	34481	100	97	99	401	424	410	10	7	10	53	36	46	37	55	43	NA	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	16	1415	35150	100	99	99	407	453	437	13	2	5	50	22	35	38	70	56	NA	5	5
Students with Disabilities	15	339	10258	94	96	94	383	406	377	13	12	23	73	47	51	13	40	25	NA	1	1
Students without Disabilities	96	2179	69713	100	98	100	403	450	429	9	3	5	52	24	39	39	69	52	NA	5	3
Limited English Proficient Students	33	206	13985	100	94	97	387	383	382	15	19	18	52	45	54	33	35	27	NA	1	0
Migrant Students	NC	10	608	NC	83	97	NC	NA	389	NC	NA	16	NC	NA	50	NC	NA	33	NC	NA	0
Economically Disadvantaged	90	738	38994	100	95	98	400	420	409	9	8	10	57	39	47	34	51	41	NA	2	1
Non-Economically Disadvantaged	21	1780	40977	100	100	100	400	454	437	14	3	5	48	22	34	38	71	56	NA	5	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	88	2509	80147	97	98	99	459	508	482	15	5	11	32	10	17	44	45	49	9	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1186	39281	100	98	99	459	509	483	20	4	9	26	9	17	46	44	50	9	43	24
Male	53	1320	40780	95	97	98	458	506	482	11	6	12	36	10	17	43	46	48	9	38	24
African American	13	129	4249	93	94	99	476	480	464	8	9	17	23	16	22	46	54	48	23	21	13
Hispanic	62	756	33494	97	98	99	449	482	466	18	10	15	39	19	23	40	48	49	3	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	--	23	4117	--	96	96	--	471	456	--	17	19	--	13	27	--	52	46	--	17	8
White	12	1453	36122	100	97	99	487	521	501	8	2	5	8	5	10	58	44	50	25	50	35
Students with Disabilities	NC	335	10295	NC	89	92	NC	469	443	NC	17	33	NC	22	26	NC	45	33	NC	16	8
Students without Disabilities	81	2174	69852	99	99	100	461	513	488	14	3	7	31	8	16	46	45	51	10	45	26
Limited English Proficient Students	26	201	12722	93	98	97	429	442	441	31	26	27	46	32	33	23	38	37	NA	3	3
Migrant Students	NC	15	622	NC	100	97	NC	439	454	NC	33	19	NC	33	30	NC	20	43	NC	13	8
Economically Disadvantaged	69	689	38371	95	96	97	451	475	465	16	11	15	36	20	23	45	52	49	3	17	13
Non-Economically Disadvantaged	19	1820	41776	100	98	100	487	520	498	11	2	6	16	5	11	42	42	49	32	50	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	88	2503	79686	97	97	98	442	486	470	20	7	11	39	16	24	40	64	57	1	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1183	39163	100	98	99	451	492	475	17	5	9	34	14	22	46	66	60	3	15	10
Male	53	1317	40438	95	97	97	435	480	465	23	8	13	42	18	25	36	62	54	NA	11	7
African American	13	128	4228	93	93	98	465	467	458	NA	7	15	54	28	28	46	59	53	NA	6	4
Hispanic	62	752	33299	97	98	98	431	459	452	29	16	17	39	27	32	31	52	47	2	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	--	23	4087	--	96	96	--	445	446	--	9	16	--	52	38	--	39	44	--	NA	2
White	12	1452	35914	100	97	98	475	500	489	NA	2	5	17	10	15	83	70	67	NA	18	14
Students with Disabilities	NC	330	9808	NC	88	87	NC	447	432	NC	22	35	NC	30	32	NC	41	30	NC	6	3
Students without Disabilities	81	2173	69878	99	99	100	446	491	475	16	4	8	41	14	23	42	68	61	1	14	9
Limited English Proficient Students	26	197	12594	93	96	96	401	415	422	58	45	34	42	38	45	NA	17	21	NA	NA	0
Migrant Students	NC	15	611	NC	100	95	NC	412	439	NC	47	22	NC	33	39	NC	20	37	NC	NA	2
Economically Disadvantaged	69	685	38095	95	96	97	434	452	452	25	17	17	41	31	32	35	50	48	NA	2	3
Non-Economically Disadvantaged	19	1818	41591	100	98	99	471	498	486	5	3	6	32	10	16	58	70	65	5	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	90	2539	80372	99	99	99	455	492	475	6	2	4	47	20	30	46	74	64	2	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1200	39452	100	99	99	474	503	488	3	2	3	31	13	22	60	80	72	6	5	3
Male	55	1336	40836	98	98	98	443	482	464	7	3	6	56	27	37	36	68	56	NA	2	1
African American	14	131	4264	100	96	99	453	478	465	7	2	5	57	27	35	36	68	59	NA	2	1
Hispanic	63	763	33608	98	99	99	448	471	462	6	4	6	48	31	36	44	63	57	2	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	--	23	4128	--	96	97	--	468	464	--	4	4	--	35	39	--	61	56	--	NA	1
White	12	1474	36213	100	99	99	494	502	489	NA	1	2	33	14	22	58	80	72	8	5	3
Students with Disabilities	NC	357	10526	NC	95	94	NC	455	427	NC	5	15	NC	50	53	NC	45	31	NC	1	1
Students without Disabilities	81	2182	69846	99	99	100	462	497	482	5	2	3	43	15	26	49	79	69	2	4	2
Limited English Proficient Students	27	203	12747	96	99	97	419	430	432	11	12	12	67	54	52	22	34	36	NA	NA	0
Migrant Students	NC	15	621	NC	100	97	NC	419	452	NC	13	9	NC	53	40	NC	33	51	NC	NA	0
Economically Disadvantaged	71	696	38521	97	97	98	444	465	461	7	4	6	54	38	38	39	57	55	NA	1	1
Non-Economically Disadvantaged	19	1843	41851	100	100	100	499	502	489	NA	1	3	21	14	22	68	80	72	11	5	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	107	2492	79306	100	98	99	498	526	504	10	6	13	30	11	20	47	52	49	13	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1246	38845	100	97	99	506	527	505	6	6	11	26	10	20	48	53	50	20	31	18
Male	55	1243	40383	98	98	98	491	525	504	13	7	14	35	12	19	45	51	47	7	30	19
African American	14	168	4171	100	98	98	480	511	485	14	12	20	43	18	26	43	51	44	NA	20	10
Hispanic	76	722	32673	100	98	99	497	502	487	11	11	18	30	20	25	47	53	46	12	15	10
Asian/Pacific Islander	NC	172	2147	NC	100	99	NC	553	539	NC	2	5	NC	3	10	NC	45	46	NC	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	12	1400	36234	92	97	99	503	537	523	8	3	6	25	6	13	42	53	52	25	38	28
Students with Disabilities	17	352	10286	100	88	91	479	476	462	12	27	41	41	28	27	41	38	27	6	8	5
Students without Disabilities	90	2140	69020	100	99	100	501	533	510	10	3	9	28	8	18	48	54	52	14	34	21
Limited English Proficient Students	22	179	10291	100	97	96	476	467	458	9	28	38	55	34	34	36	36	26	NA	2	2
Migrant Students	NC	12	630	NC	100	95	NC	509	478	NC	8	24	NC	17	27	NC	75	43	NC	NA	6
Economically Disadvantaged	78	673	37437	99	97	97	495	499	486	9	12	19	35	22	26	46	53	46	10	13	9
Non-Economically Disadvantaged	29	1819	41869	100	98	100	506	536	521	14	4	7	17	7	14	48	52	51	21	37	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	107	2499	79000	100	98	98	467	504	489	12	6	10	38	16	24	49	65	58	1	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1252	38774	100	98	99	477	510	494	8	4	7	30	13	22	62	68	61	NA	15	10
Male	55	1244	40150	98	98	98	458	498	485	16	7	12	45	19	25	36	62	55	2	12	8
African American	14	170	4153	100	99	98	477	495	476	7	6	13	36	19	30	57	67	53	NA	8	4
Hispanic	76	719	32508	100	98	98	463	481	472	16	10	15	38	29	33	45	55	49	1	6	3
Asian/Pacific Islander	NC	172	2142	NC	100	99	NC	517	510	NC	3	4	NC	9	14	NC	72	67	NC	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	12	1407	36135	92	98	98	469	516	508	NA	3	4	58	10	14	42	69	67	NA	17	15
Students with Disabilities	17	358	9991	100	90	88	432	458	449	35	23	33	47	40	36	18	34	29	NA	3	2
Students without Disabilities	90	2141	69009	100	99	100	474	511	495	8	3	6	37	13	22	54	70	62	1	15	10
Limited English Proficient Students	22	175	10199	100	95	95	433	441	439	36	31	35	45	46	47	18	23	18	NA	1	0
Migrant Students	NC	12	629	NC	100	95	NC	477	457	NC	NA	22	NC	25	41	NC	75	37	NC	NA	1
Economically Disadvantaged	78	672	37234	99	97	97	465	479	472	14	11	15	35	30	33	51	53	50	NA	6	3
Non-Economically Disadvantaged	29	1827	41766	100	98	99	474	513	505	7	3	5	48	11	16	41	69	65	3	16	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	108	2528	79611	100	99	99	485	514	496	8	4	7	34	24	37	57	71	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1263	39016	100	99	99	501	526	511	6	3	4	22	17	29	72	79	66	NA	1	1
Male	56	1262	40519	100	99	98	475	503	482	9	5	10	46	31	44	45	63	46	NA	0	0
African American	14	171	4188	100	99	98	508	514	486	7	4	9	7	20	40	86	76	50	NA	NA	0
Hispanic	76	726	32855	100	99	99	480	491	481	8	7	10	39	37	43	53	55	47	NA	1	0
Asian/Pacific Islander	NC	172	2149	NC	100	100	NC	526	519	NC	5	4	NC	15	24	NC	78	70	NC	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	13	1426	36380	100	99	99	495	525	511	8	2	4	38	19	30	54	78	65	NA	1	1
Students with Disabilities	18	387	10664	100	97	94	422	461	440	28	14	23	56	53	54	17	32	22	NA	1	1
Students without Disabilities	90	2141	68947	100	99	100	498	523	504	4	2	4	30	19	34	66	78	61	NA	1	1
Limited English Proficient Students	22	175	10362	100	95	97	438	437	438	23	21	22	45	57	57	32	22	21	NA	1	NA
Migrant Students	NC	12	636	NC	100	96	NC	487	467	NC	NA	14	NC	58	47	NC	42	38	NC	NA	0
Economically Disadvantaged	79	679	37626	100	98	98	483	489	479	8	8	10	38	39	45	54	53	45	NA	1	0
Non-Economically Disadvantaged	29	1849	41985	100	100	100	492	523	511	10	3	4	24	19	30	66	78	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	90	2387	79327	98	98	98	511	543	518	20	11	19	24	12	20	46	49	46	10	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1181	38961	96	98	98	512	545	520	16	9	16	29	12	20	47	50	48	8	29	16
Male	41	1202	40295	100	97	97	511	541	516	24	12	21	20	12	19	44	49	44	12	27	16
African American	12	162	4247	100	98	98	491	520	499	42	13	27	17	22	24	42	52	41	NA	13	8
Hispanic	57	687	32327	97	98	98	505	510	499	21	22	27	28	21	25	40	45	41	11	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	--	27	4391	--	96	96	--	521	489	--	19	32	--	22	27	--	33	36	--	26	4
White	19	1351	36373	100	97	98	528	558	538	5	5	10	21	7	14	68	52	52	5	36	25
Students with Disabilities	18	316	9321	95	88	87	465	490	467	61	35	54	17	23	22	22	35	21	NA	7	3
Students without Disabilities	72	2071	70006	99	99	100	523	550	524	10	7	14	26	11	19	51	51	49	13	31	18
Limited English Proficient Students	15	185	9431	100	97	95	475	471	466	53	52	53	20	25	27	20	19	18	7	3	1
Migrant Students	NC	10	635	NC	100	94	NC	NA	488	NC	NA	31	NC	NA	29	NC	NA	36	NC	NA	4
Economically Disadvantaged	63	637	37097	98	97	97	506	504	498	24	26	27	25	22	25	41	43	41	10	10	7
Non-Economically Disadvantaged	27	1750	42230	96	98	99	523	556	535	11	5	11	22	9	15	56	52	50	11	35	24

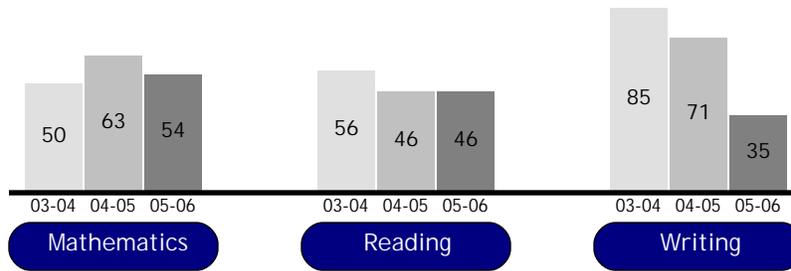
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	2389	79501	98	98	98	483	513	497	10	6	10	40	17	25	48	70	60	2	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1180	39062	96	98	99	489	518	502	6	5	8	39	14	23	51	74	64	4	8	5
Male	41	1205	40368	100	97	98	475	508	491	15	7	13	41	21	27	44	65	57	NA	7	3
African American	12	162	4279	100	98	99	469	494	485	8	9	14	58	28	30	33	60	54	NA	2	2
Hispanic	57	684	32389	97	98	98	475	487	478	12	14	16	44	30	34	42	53	48	2	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	--	27	4401	--	96	96	--	497	473	--	11	17	--	26	40	--	56	43	--	7	1
White	19	1356	36446	100	98	99	508	526	516	5	2	4	21	10	15	74	78	73	NA	9	7
Students with Disabilities	18	318	9411	95	88	88	445	469	453	28	24	36	61	38	36	11	35	26	NA	3	1
Students without Disabilities	72	2071	70090	99	99	100	492	519	502	6	3	7	35	14	24	57	75	65	3	8	5
Limited English Proficient Students	15	182	9401	100	95	94	445	443	443	33	43	40	53	43	46	13	14	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	63	634	37183	98	96	97	477	481	479	11	17	16	44	32	34	43	49	49	2	2	1
Non-Economically Disadvantaged	27	1755	42318	96	98	99	496	524	513	7	2	5	30	12	17	59	77	70	4	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	90	2426	80000	98	99	99	564	582	564	3	2	3	9	5	11	74	75	75	13	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1192	39288	96	99	99	579	595	579	NA	1	2	10	3	6	71	70	77	18	26	16
Male	41	1230	40644	100	99	98	546	569	549	7	3	4	7	7	15	78	80	74	7	10	7
African American	12	164	4307	100	99	99	560	577	551	NA	1	4	8	7	13	92	79	75	NA	14	7
Hispanic	57	694	32672	97	99	99	552	557	548	5	4	4	11	11	14	74	76	76	11	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	--	27	4424	--	96	97	--	575	549	--	NA	3	--	11	14	--	67	77	--	22	5
White	19	1381	36602	100	100	99	594	593	579	NA	1	2	5	2	7	68	75	75	26	21	16
Students with Disabilities	18	346	9919	95	96	93	529	533	505	NA	5	9	28	20	35	72	71	54	NA	4	2
Students without Disabilities	72	2080	70081	99	100	100	573	590	571	4	1	2	4	3	7	75	76	79	17	20	12
Limited English Proficient Students	15	189	9571	100	99	96	490	501	502	13	10	10	33	30	29	53	60	60	NA	NA	1
Migrant Students	NC	10	654	NC	100	97	NC	NA	534	NC	NA	7	NC	NA	16	NC	NA	74	NC	NA	3
Economically Disadvantaged	63	644	37534	98	98	98	562	552	547	3	4	4	10	13	15	75	77	76	13	7	5
Non-Economically Disadvantaged	27	1782	42466	96	100	100	569	593	578	4	1	2	7	3	7	74	74	75	15	22	16

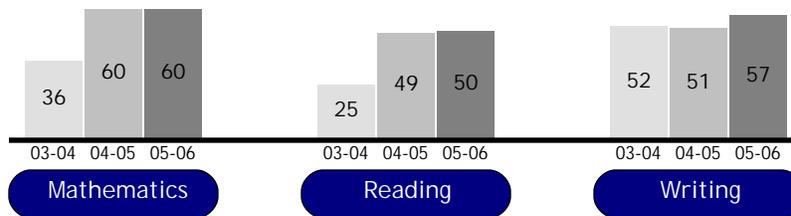
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

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?	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 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	39	NA	58	98	32	53	47	100	34	56	46
	Language	98	28	58	50	98	28	52	47	100	30	59	48
	Mathematics	99	55	71	64	98	31	58	50	100	39	65	52
3	Reading	100	36	NA	55	100	33	54	44	98	27	58	46
	Language	100	40	66	61	100	33	52	44	98	25	56	46
	Mathematics	100	44	66	61	100	41	61	51	98	34	63	52
4	Reading	93	41	NA	56	100	36	56	48	100	34	61	52
	Language	97	41	59	52	100	32	56	49	100	39	63	52
	Mathematics	97	39	68	61	100	45	62	53	100	43	72	58
5	Reading	100	32	NA	55	98	39	57	50	100	41	65	56
	Language	100	31	56	49	98	43	58	50	100	41	63	54
	Mathematics	100	44	69	63	98	42	58	49	100	43	65	52
6	Reading	100	50	NA	56	99	42	60	51	98	43	67	56
	Language	100	44	57	48	99	38	55	47	98	41	59	50
	Mathematics	100	60	74	66	99	44	63	52	98	54	72	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)
- 1 Non-certified Employee(s)
- 7 Teacher(s)
- 4 Parent(s)
- 1 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 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	39.50
Other Professional Staff	4.50	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

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

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
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 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 /Origami Club
- Ü Running Club
- Ü Saturday Science Club
- Ü Boys' /Girls' Basketball
- Ü Robotics
- Ü Scrapbooking Club

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Olweus Anti Bullying Program
- Ü San Marcos Clinic

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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 Conferences in New Orleans, LA in February 2004 and in Atlanta, GA in 2005. Frye also presented at the ASCD National Convention in Orlando, FL in 2005 regarding its use of data in improving high stakes testing.
- ü Over the past eight 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, computers and uniforms.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	88	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

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 for school year 2005-06 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.

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

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	Joanie Bassett/Sheri Jensen	(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.

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.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 500 Copies = \$194.00

** 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.