

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Frank Elementary School

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

Tempe Elementary District
8409 South Avenida del Yaqui, Guadalupe, AZ 85283

Principal: Mrs. Mary Lou Torres
Schedule: 8:00 AM to 4:00 PM
Web Address: www.tempeschools.org
E-mail: info@tempeschools.org

Grades: Pre-K-5
2002 Enrollment: 644
Phone: (480) 897-6202 x 5405
Fax: (480) 777-0146

∨ School Overview ∨

Mission

Frank School Mission: As a team, Frank School will provide opportunities for continuous growth, be committed to high academic success for all students, and honor diversity in our community.

Organization and Philosophy

- w Learning Community
- w Quality Student-Centered Teaching
- w Active (Performance-Based) Learning
- w Teamwork: Staff Collaboration

School/Academic Goals

- w To focus on student achievement.
- w To focus on student attendance and conduct.

Instructional Programs

- w Preschool/Fam. Lit. Prog/Full-Day Kinder
- w Bilingual/SEI Classrooms
- w General Music/Band/Orchestra/Chorus
- w Afterschool Tutoring/Enrichment Clubs
- w Gifted/Special Education
- w Technology Curriculum
- w Saturday School/Summer School
- w Title I Schoolwide Program

- w To meet the needs of all students using the Arizona Academic Standards.
- w To increase parental involvement.

Enrollment

October 1, 2001 School Year Student Enrollment:	660
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	80

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

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

Council Duties

w Funding
 w Curriculum Development
 w Extracurricular Activities
 w Instructional Strategies
 w Parent/Educator Relations
 w School Safety Issues/Facilities

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	2.00	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	18	3	0	0
4 to 6 years	4	4	0	1
7 to 9 years	4	4	0	0
10 or more years	2	6	0	0

∨ **Shared Responsibilities** ∨

School

Frank School is focused on student achievement. Every specialist/instructional assistant is placed in the classroom during specific language arts time to reduce the teacher-student ratio. Communication between home/school is facilitated by newsletters, conferences, and classroom telephones. A schoolwide PeaceBuilding program focuses on the belief that children can learn the appropriate social skills. Frank School is recognized nationwide for the 21st Century After-School Program.

Parents

Frank School has a Parent Compact. Signature indicates that parent will talk daily with his/her child about learning experiences; read to or with his/her child daily; value education and daily attendance; communicate regularly with the teacher; keep informed of school programs and activities via newsletters, school activity telephone line, conferences, programs, etc.; support the school behavior management PeaceBuilding program and join school organizations.

∨ **Transportation Policy** ∨

Our school follows a standardized districtwide policy on transportation safety and behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established for each school and approved by the Governing Board. Primary considerations for busing are distance and major street locations. No standard distance is used in determining busing requirements.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/12/02
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	1/8/03	3/12/03	5/23/03
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Additional Calendar/Report Card Information

Teachers, specialists and administrative staff are available for conferences twice a year and for individual conferences upon request. Student progress reports are given out quarterly after the fifth week of instruction before report cards.

∨ 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 Computer Lab/Science Lab/Media Studio	W Music Rooms
W Parent Resource Center	W Multi-Purpose Room

Extracurricular Activities

W Band/Orchestra/Chorus	W Student Council
W Families Learning Together	W Preschool Enrichment Program
W MESA/Engineering Science Academic Prog	W Tutoring/Afterschool Clubs/Sports
W Computer Classes	W Enrichment Programs

School/Community Resources

W Before/After School Programs	W Saturday/Summer School
W Breakfast/Lunch Programs	W Business Partners Mentoring
W Parent Night/Families Learning Together	W Counseling/Health Services/Outreach
W Intervention/Police Liaison	W Family Literacy/Community Classes

∨ 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 Families Learning Together Project - A series of sessions where parents and their children participate in academic and recreational activities.</p> | <p>W Extension of the school's PeaceBuilders Program to include its business partners in promoting these concepts in the workplace.</p> |
| <p>W Emphasize multicultural diversity by planning and implementing a communitywide International Peace Fair.</p> | <p>W Implementation of a student mentoring program with Honeywell, one of Frank's business partners, currently involves 80 students and 80 Honeywell employees.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	18.5 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.1 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	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
Esperanza Technology Award	2001
Impact Award	2001
21st Century Grant	2002
Perfect Attendance Award	2002

∨ 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	85	521	5%	25%	47%	24%
	School State	58840	524	9%	17%	45%	29%
Writing	School	81	561	5%	11%	60%	23%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	81	539	7%	22%	27%	43%
	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	101	497	29%	24%	42%	6%
	State	61305	505	21%	20%	43%	15%
Writing	School	100	497	23%	27%	41%	9%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	99	483	21%	38%	14%	26%
	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	--	--	--	--	--	--	--	--	--	71	62	60	--	--	--
2	Reading	--	--	--	100	48	50	64	44	52	68	55	53	60	55	57
	Language	--	--	--	100	39	40	67	39	43	64	48	44	52	41	48
	Mathematics	--	--	--	100	55	51	68	66	55	68	74	57	59	61	61
3	Reading	100	24	47	100	30	47	79	36	48	62	38	50	75	44	50
	Language	100	23	49	100	37	51	83	48	54	61	51	56	74	58	57
	Mathematics	100	23	46	100	28	49	82	54	52	61	57	54	75	66	56
4	Reading	100	33	53	100	28	54	82	34	54	80	37	55	79	34	55
	Language	100	33	47	100	28	49	87	37	48	83	37	50	79	35	50
	Mathematics	100	29	51	100	25	54	85	43	55	84	45	57	79	46	58
5	Reading	98	38	51	100	28	51	84	32	51	79	39	51	79	39	53
	Language	100	37	42	100	22	44	96	30	45	86	40	45	77	39	47
	Mathematics	100	43	51	100	24	54	89	45	55	85	53	57	80	45	59

∨ 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 Percentage of Students Achieving One Year's Growth	Math Percentage of Students Achieving One Year's Growth
Grades 2-3	70	70
Grades 3-4	76	68
Grades 4-5	71	73
Grades 5-6	***	***

*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

Frank School promotes a positive learning climate by implementing programs that develop knowledge, skills and attitudes in academic, career and personal/social areas. The PeaceBuilders Program focuses on developing positive social skills which include praising people; giving up put-downs; seeking wise people; noticing and speaking up about hurts; and righting wrongs. Other skills such as empathy, impulse control and anger management are also taught through the Second Step Program and Think Time.

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

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	\$3,443	\$2,135,846
Classroom Supplies	\$33	\$20,663
Administration	\$476	\$295,496
Support Services-Students	\$156	\$96,700
Other Support Services and Operations	\$912	\$566,065
Total Expenditures- All Categories 2000-2001	\$5,020	\$3,114,770

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	Mary Lou Torres	(480) 897-6202	
Transportation Policy	Paul Novak	(480) 350-9006	
Community Resources	Cecilia Vega-Henschen	(480) 897-6202	5416
School Nutrition Programs	Beth Lack-Anderson	(480) 897-6202	5412
Parent Organization	Renee Kuppinger	(480) 897-6202	2451
Student Health/Nurse	Pamela Beihl	(480) 897-6202	5403

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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