

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8409 S Avenida del Yaqui, Guadalupe, AZ 85283

Tempe Elementary 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	Maintaining

(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 : Mrs. Debora Y. Moncayo
 Schedule : 8:00 AM to 4:00 PM
 Grades : Pre-K-5
 2004 Enrollment : 724
 Web Address : www.tempe3.k12.az.us
 Phone Number : (480) 897-6202
 Fax Number : (480) 777-0146
 E-mail : dmoncayo@tempeschools.org

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.

School / Academic Goals

- ü To focus on increased student learning for every child. Every child will show academic gains in the areas of reading, writing and math, as measured on district, state criterion-referenced tests, as well as national norm -referenced tests (Terra Nova)
- ü Increase student awareness of the skills needed to be responsible citizens. At Frank, we focus on the Lifelong Guidelines of Active Listening, No Put Downs, Trustworthiness, Truthfulness and giving our Personal Best.
- ü Improve attendance and reduce tardies. Our goal is to remain under 4.5% absence rate on a daily basis. We are working in many proactive ways to improve parent awareness of the importance of regular school attendance.
- ü Foster a true respect for the rich diverse cultural, language and ethnic diversity of which Frank School is comprised.

Enrollment

October 1, 2003 School Year Student Enrollment : 688
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2003-04 : 157

Instructional Programs

- ü Preschool/Fam. Lit. Prog/Full-Day Kinder
- ü SEI (Sheltered Eng. Immersion)Classrooms
- ü General Music/Band/Orchestra/Chorus
- ü After School Tutoring/Enrichment Clubs

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/9/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

At Frank School, we hold children to high academic standards while teaching the necessary social skills that enable them to be productive. We have an uninterrupted reading instruction time , every day, for every student. We also have a responsibility to parents to keep their children safe. All children must be checked out from the office, after parents have shown proper identification. All visitors must enter through our office and leave identification in order to receive a visitor badge.

Parents

We expect parents to stay informed of school programs and activities. We welcome communication from parents and we welcome visitors to our campus. We expect parents to support our policies that maintain a safe, orderly environment where learning can occur. We expect parents to make sure students have good attendance. Students learn best when they are well rested and on time. These conditions enable students to learn well.

Transportation Policy

Our school follows a districtwide policy on transportation safety and behavior. Violations of transportation policies are referred to the school for corrective action. Bus boundaries are established for each school & approved by the Governing Board.

School Honors

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

Award/Honor	Year
ü Project Venture Teachers	2002
ü Rodel Foundation Exemplary Educator Award	2003
ü School Counselors Grant	2002

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	111	1518	75509	98	99	100	501	512	521	17	17	13	25	25	23	39	32	33	18	25	31
All Students (Prior Year)	113	1457	75372	100	100	100	529	516	523	10	11	9	20	29	25	36	35	36	34	25	30
Female	59	737	37013	100	100	100	497	512	522	21	15	12	26	29	24	36	31	33	18	25	31
Male	52	779	38430	96	99	99	505	512	521	14	19	14	24	23	22	43	33	33	19	25	31
African American	16	165	3660	94	100	99	485	488	496	19	29	24	38	32	31	38	24	28	6	15	18
Hispanic	53	679	30486	96	99	99	506	502	505	8	16	18	33	31	29	42	38	32	17	15	21
Asian/Pacific Islander	NC	58	1780	NC	97	98	NC	548	549	NC	9	5	NC	9	13	NC	32	33	NC	50	50
American Indian/Alaskan Native	24	119	4075	100	100	100	489	489	486	28	30	28	22	30	34	39	27	26	11	12	12
White	16	490	35192	100	99	99	523	530	534	19	12	8	6	20	19	31	31	35	44	37	39
Students with Disabilities	NC	196	9708	NC	100	100	NC	481	489	NC	43	32	NC	25	27	NC	18	24	NC	15	17
Students without Disabilities	103	1322	65801	100	99	98	504	516	525	16	14	11	24	26	23	40	34	34	20	27	33
Limited English Proficient Students	39	400	16928	100	100	100	496	479	485	25	25	29	0	34	33	75	38	26	0	3	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	92	972	36411				492	497	503	21	23	19	26	29	29	40	33	32	12	15	20
Non-Economically Disadvantaged	19	546	39040				527	531	534	5	10	8	21	21	19	37	31	34	37	38	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	111	1520	75492	98	100	100	504	512	519	20	16	12	20	19	16	51	45	47	9	20	24
All Students (Prior Year)	112	1454	75221	99	100	100	528	519	523	4	10	8	16	19	16	61	52	56	19	18	21
Female	59	738	37014	100	100	100	506	517	523	15	12	10	15	17	15	62	49	48	8	22	27
Male	52	780	38400	96	99	99	501	508	516	24	20	14	24	20	17	41	41	47	11	18	21
African American	16	165	3665	94	100	99	493	500	505	31	23	20	31	27	22	38	40	43	0	10	14
Hispanic	53	679	30438	96	99	99	509	507	508	13	16	17	21	19	21	54	52	47	13	13	15
Asian/Pacific Islander	NC	57	1773	NC	95	98	NC	531	534	NC	7	4	NC	9	10	NC	49	50	NC	35	36
American Indian/Alaskan Native	24	119	4081	100	100	100	497	495	498	28	28	25	17	25	26	50	39	40	6	8	8
White	16	490	35177	100	99	99	514	522	528	13	12	8	6	15	13	63	42	49	19	31	31
Students with Disabilities	NC	196	9707	NC	100	100	NC	482	495	NC	48	33	NC	23	21	NC	21	33	NC	9	13
Students without Disabilities	103	1324	65785	100	99	98	506	516	522	19	12	10	16	18	16	56	48	49	10	22	26
Limited English Proficient Students	39	400	16905	100	100	100	496	487	489	25	34	34	25	28	28	50	34	32	0	3	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	92	972	36302				500	504	507	25	21	18	18	21	21	51	46	46	7	12	14
Non-Economically Disadvantaged	19	548	39164				515	523	528	5	10	8	26	16	13	53	44	48	16	30	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	111	1507	75053	98	99	99	634	620	597	4	6	7	5	9	12	78	73	72	13	12	9
All Students (Prior Year)	113	1431	73654	100	99	99	538	529	530	6	11	9	14	14	13	65	65	70	14	9	7
Female	59	732	36872	100	99	99	661	650	621	3	3	5	3	6	9	82	75	74	13	16	12
Male	52	773	38109	96	98	99	607	593	573	5	9	10	8	11	14	73	71	69	14	9	6
African American	16	163	3636	94	99	99	581	590	568	13	10	12	0	10	16	88	75	67	0	6	6
Hispanic	53	679	30235	96	98	98	640	617	575	0	4	9	8	9	14	75	75	70	17	12	6
Asian/Pacific Islander	NC	57	1768	NC	95	98	NC	707	651	NC	0	3	NC	5	5	NC	64	72	NC	32	19
American Indian/Alaskan Native	24	119	4044	100	100	99	650	597	550	6	10	13	0	8	17	78	78	66	17	4	4
White	16	485	35028	100	98	99	654	632	613	0	6	6	13	9	10	69	71	73	19	15	11
Students with Disabilities	NC	195	9625	NC	100	100	NC	540	530	NC	24	21	NC	16	21	NC	56	55	NC	4	4
Students without Disabilities	103	1312	65428	100	98	98	641	631	604	3	4	6	6	8	11	77	75	73	14	14	10
Limited English Proficient Students	39	400	16765	100	100	100	663	574	525	0	13	17	0	13	20	100	72	60	0	3	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	92	966	36077				618	597	566	5	8	10	7	10	16	79	75	69	9	8	5
Non-Economically Disadvantaged	19	541	38950				685	650	618	0	4	5	0	6	9	74	71	73	26	19	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	95	1354	76019	96	99	100	473	495	499	24	15	14	50	40	39	6	11	14	21	34	33
All Students (Prior Year)	105	1410	76230	100	100	100	485	499	498	8	12	12	58	39	38	6	12	12	27	37	37
Female	48	655	37207	96	100	100	480	495	499	23	14	12	40	40	41	10	13	14	28	34	33
Male	47	699	38677	96	99	100	465	495	498	25	16	15	63	40	38	0	10	13	13	34	34
African American	16	179	3817	100	100	100	463	474	475	25	21	23	56	51	47	6	9	11	13	19	18
Hispanic	45	617	29458	92	100	100	488	488	480	12	17	20	54	43	48	8	11	12	27	29	20
Asian/Pacific Islander	NC	36	1673	NC	97	99	NC	516	531	NC	8	4	NC	36	29	NC	12	14	NC	44	53
American Indian/Alaskan Native	24	113	4735	96	97	100	461	485	466	33	19	28	48	44	49	5	10	10	14	27	13
White	NC	404	35880	NC	98	100	NC	514	515	NC	9	7	NC	31	32	NC	12	16	NC	47	45
Students with Disabilities	NC	193	9786	NC	100	100	NC	455	457	NC	41	39	NC	41	40	NC	4	7	NC	14	13
Students without Disabilities	88	1161	66233	100	99	99	477	501	503	21	11	11	50	40	39	6	12	14	23	37	35
Limited English Proficient Students	37	342	15206	95	100	100	456	463	459	36	26	31	64	57	53	0	8	7	0	9	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	70	832	35714				464	485	480	25	17	20	57	46	47	6	11	12	12	26	20
Non-Economically Disadvantaged	25	522	40266				495	509	513	19	12	9	33	31	33	5	12	15	43	45	43

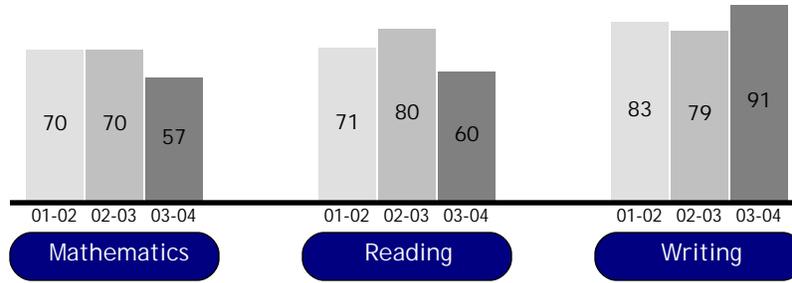
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	1349	76020	96	99	100	493	498	503	45	33	25	24	23	23	24	36	40	7	8	12
All Students (Prior Year)	104	1405	76202	100	100	100	494	502	505	27	20	19	32	27	24	40	43	46	0	10	11
Female	48	653	37213	96	99	100	501	500	504	35	27	22	20	25	23	33	39	42	13	8	13
Male	47	696	38666	96	99	100	483	496	501	58	39	29	29	21	22	13	32	38	0	8	12
African American	16	179	3819	100	100	100	501	489	494	47	45	37	20	27	26	20	25	31	13	3	6
Hispanic	45	614	29442	92	99	99	494	494	494	27	36	37	31	26	26	38	31	31	4	6	6
Asian/Pacific Islander	NC	36	1672	NC	97	99	NC	498	513	NC	28	12	NC	24	19	NC	44	49	NC	4	20
American Indian/Alaskan Native	24	114	4735	96	97	100	483	489	489	71	50	48	19	23	25	10	26	24	0	1	3
White	NC	401	35890	NC	98	100	NC	509	511	NC	19	15	NC	18	20	NC	48	48	NC	15	18
Students with Disabilities	NC	190	9784	NC	99	100	NC	479	485	NC	72	58	NC	14	19	NC	10	19	NC	4	4
Students without Disabilities	88	1159	66236	100	99	99	494	501	504	42	27	23	24	24	23	26	40	42	8	9	13
Limited English Proficient Students	37	338	15198	95	100	100	478	482	483	79	62	59	21	27	25	0	11	14	0	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	70	829	35703				488	493	494	50	40	37	28	26	26	16	29	31	6	5	6
Non-Economically Disadvantaged	25	520	40274				506	505	509	33	24	17	14	18	20	43	46	47	10	13	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	95	1350	75673	96	99	100	538	528	530	6	12	12	21	28	25	70	56	58	3	4	4
All Students (Prior Year)	105	1372	74692	100	98	99	492	499	502	26	17	18	17	30	27	53	46	47	3	7	8
Female	48	654	37099	96	100	100	561	549	548	3	7	8	18	25	22	75	62	64	5	6	6
Male	47	696	38441	96	99	99	509	508	513	10	17	16	26	31	29	65	49	52	0	3	3
African American	16	177	3791	100	99	99	553	512	506	0	16	18	20	28	29	80	54	50	0	2	3
Hispanic	45	618	29305	92	100	99	547	511	507	0	15	16	19	31	31	77	52	51	4	2	2
Asian/Pacific Islander	NC	36	1665	NC	97	99	NC	548	573	NC	4	6	NC	24	16	NC	68	67	NC	4	10
American Indian/Alaskan Native	24	114	4707	96	97	100	516	518	492	14	11	19	33	30	33	52	56	46	0	3	1
White	NC	402	35760	NC	98	99	NC	556	550	NC	8	9	NC	23	21	NC	60	64	NC	8	6
Students with Disabilities	NC	194	9706	NC	100	100	NC	453	462	NC	40	36	NC	34	32	NC	23	31	NC	3	1
Students without Disabilities	88	1156	65967	100	99	99	542	538	536	5	8	10	21	27	25	71	60	60	3	5	5
Limited English Proficient Students	37	340	15115	95	100	100	491	477	471	14	23	26	43	35	38	43	42	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	70	832	35541				527	513	504	6	14	17	26	32	31	66	52	50	2	2	2
Non-Economically Disadvantaged	25	518	40091				566	548	550	5	10	9	10	23	21	81	60	64	5	7	6

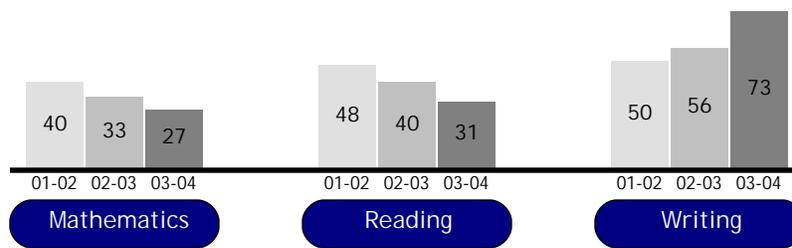
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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?	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 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	94	46	38	44	93	42	42	50	94	55	NA	58
	Language	94	24	31	39	96	30	33	43	97	43	44	50
	Mathematics	94	51	46	52	94	52	49	57	97	60	57	64
3	Reading	98	36	34	43	96	40	38	47	78	39	NA	55
	Language	98	48	40	50	95	54	45	54	96	50	54	61
	Mathematics	97	58	42	50	97	59	44	54	96	48	54	61
4	Reading	98	32	38	47	99	45	42	52	89	47	NA	56
	Language	98	34	38	45	98	44	40	48	95	46	45	52
	Mathematics	96	46	43	52	99	54	46	57	95	58	51	61
5	Reading	100	30	39	46	89	31	41	50	93	38	NA	55
	Language	99	30	35	43	92	35	38	46	97	39	43	49
	Mathematics	99	39	46	54	97	44	50	57	97	47	59	63

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

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

Council Duties

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

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	10.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2004-05

Experience	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

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	36
Core academic classes taught by Highly Qualified (NCLB) teachers.	72
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Science Lab/Media Studio
- Ü Music Rooms
- Ü Library

Extracurricular Activities

- Ü Band/Orchestra/Chorus
- Ü Student Council
- Ü After school music enrichment
- Ü Preschool Enrichment Program
- Ü After school tutoring
- Ü After school robotics, science, digital
- Ü After school ballet folklorico dancing

Social Services

- Ü After School Programs
- Ü Summer School
- Ü Breakfast/Lunch Programs
- Ü Business Partners Mentoring
- Ü Social worker
- Ü community liaison
- Ü school counselors

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Tempe Diversity Award in Education for 2003-2004. This award was issued by the City of Tempe in honor of our yearly International Peace Fair, which is held in May. Peace Fair is the culmination of study about different countries and cultures.
- ü Each year over 100 Honeywell mentors work with Frank School children on our campus, on a weekly basis.

Student Activity Rates for School Year 2003-04

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	2	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	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	48	46
Grades 3-4	74	66
Grades 4-5	56	61

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

The development of Lifeskills and Lifelong Guidelines promote the development of responsible citizens at Frank School. By focusing on Truthfulness, Trustworthiness, Active Listening, No Put-Downs and giving our Personal Best, we are promoting responsible citizenship. We also actively seek to develop skills through our Second Step prevention program. This program teaches children to make wise choices about anger, truthfulness, choosing wise friends and staying away from negative peer pressure.

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

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	Debora Moncayo	(480) 897-6202
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Cecilia Vega-Henschen	(480) 897-6202
School Nutrition Programs	Terri	(480) 897-6202
Parent Organization	Suzann Sabin	(480) 897-6202
Student Health/Nurse	Pamela Beihl	(480) 897-6202

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.

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

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