



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8409 S Avenida del Yaqui, Guadalupe, AZ 85283

Tempe School 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 LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

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

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

### School Overview

Principal/Administrator : Mrs. Bernadette Kadel  
 Schedule : 08:00 AM to 04:30 PM  
 Grades : Pre-K-5  
 Web Address : www.tempe3.k12.az.us  
 Phone Number : (480) 897-6202  
 Fax Number : (480) 777-0146  
 E-mail : bkadel@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.

### 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 / 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, 2005 School Year Student Enrollment : 717  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 178

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
- ü Robotics Club, Yearbook, Technology Club
- ü Ballet Follorico, Mariachi Club,
- ü Paper Airplane Club

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

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 Rodel Exemplary Educator Honoree	2005
ü Jr. Achievement Coordinator of the Year	2006

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	102	1503	80010	100	100	99	437	439	447	10	12	10	21	22	18	63	52	53	7	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	735	38935	100	100	99	434	438	447	10	12	9	25	22	19	60	53	55	5	13	17
Male	62	768	40974	100	100	98	440	440	448	10	12	11	18	22	18	65	51	52	8	15	19
African American	13	190	4201	100	100	99	439	426	430	8	14	17	15	28	23	77	54	51	NA	4	9
Hispanic	53	723	34545	100	100	99	444	430	432	6	14	14	17	26	24	70	52	53	8	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	29	131	3979	100	99	96	423	421	424	21	18	17	31	31	30	38	47	47	10	5	6
White	NC	414	35142	NC	100	99	NC	465	465	NC	5	5	NC	12	11	NC	53	56	NC	31	28
Students with Disabilities	18	256	10161	100	100	93	401	419	419	39	29	28	22	29	28	33	32	36	6	10	8
Students without Disabilities	84	1247	69849	100	100	100	444	443	451	4	8	7	20	21	17	69	56	56	7	14	19
Limited English Proficient Students	21	262	14013	100	100	97	422	409	413	19	24	24	24	38	34	57	35	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	89	1056	39029	100	100	98	435	428	432	11	15	14	21	27	25	61	52	52	7	7	9
Non-Economically Disadvantaged	13	447	40981	100	100	100	452	466	462	NA	5	6	15	11	13	77	54	54	8	30	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	102	1494	79438	100	100	98	438	443	451	14	11	9	25	29	24	59	52	56	2	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	731	38775	100	99	99	441	449	457	15	8	7	20	27	22	63	56	58	3	9	13
Male	62	763	40560	100	100	97	436	439	446	13	14	12	29	30	25	56	49	54	2	7	9
African American	13	188	4178	100	100	98	421	435	439	23	12	13	15	34	29	62	51	52	NA	3	6
Hispanic	53	717	34297	100	99	98	447	434	434	8	14	14	28	33	31	60	50	50	4	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	29	131	3940	100	99	95	425	422	429	24	21	14	24	33	36	52	46	47	NA	1	3
White	NC	413	34887	NC	100	98	NC	468	471	NC	5	4	NC	19	15	NC	58	63	NC	18	18
Students with Disabilities	18	250	9588	100	98	88	388	413	416	44	31	30	22	31	32	33	34	34	NA	4	5
Students without Disabilities	84	1244	69850	100	100	100	447	449	456	7	7	7	26	28	23	64	56	59	2	8	12
Limited English Proficient Students	21	257	13856	100	98	96	409	404	407	24	28	27	48	46	43	29	26	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	89	1048	38685	100	99	97	436	432	435	15	14	14	26	33	32	57	50	50	2	3	5
Non-Economically Disadvantaged	13	446	40753	100	100	99	455	470	467	8	5	5	23	17	16	69	59	62	NA	19	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	102	1502	79971	100	100	99	432	424	423	6	9	8	31	38	41	60	48	49	3	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	735	38974	100	100	99	434	439	437	8	6	5	23	32	33	63	55	57	8	7	4
Male	62	767	40895	100	100	98	430	408	410	5	12	10	37	44	47	58	42	41	NA	2	2
African American	13	190	4203	100	100	99	444	416	411	NA	8	11	38	44	45	62	46	43	NA	2	2
Hispanic	53	720	34481	100	99	99	437	418	410	4	10	10	28	40	46	64	47	43	4	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	29	131	3995	100	99	96	415	405	409	10	14	10	38	40	47	48	42	42	3	4	1
White	NC	416	35150	NC	100	99	NC	440	437	NC	5	5	NC	34	35	NC	53	56	NC	8	5
Students with Disabilities	18	258	10258	100	100	94	385	372	377	11	23	23	56	52	51	28	23	25	6	3	1
Students without Disabilities	84	1244	69713	100	100	100	440	434	429	5	6	5	26	36	39	67	53	52	2	5	3
Limited English Proficient Students	21	261	13985	100	100	97	392	375	382	14	24	18	38	50	54	48	26	27	NA	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	89	1054	38994	100	99	98	427	414	409	7	10	10	33	42	47	58	45	41	2	2	1
Non-Economically Disadvantaged	13	448	40977	100	100	100	463	445	437	NA	6	5	23	29	34	69	55	56	8	11	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	136	1609	80147	99	100	99	487	476	482	10	12	11	16	21	17	41	45	49	32	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	824	39281	97	100	99	488	476	483	11	12	9	13	21	17	44	44	50	32	22	24
Male	65	785	40780	100	100	98	487	475	482	9	12	12	20	21	17	38	46	48	32	21	24
African American	NC	170	4249	NC	99	99	NC	464	464	NC	16	17	NC	21	22	NC	52	48	NC	12	13
Hispanic	67	779	33494	97	100	99	491	468	466	9	13	15	18	25	23	36	46	49	37	16	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	495	515	NC	9	4	NC	13	8	NC	42	44	NC	36	45
American Indian/Alaskan Native	45	151	4117	100	100	96	462	455	456	16	20	19	22	26	27	51	44	46	11	9	8
White	16	464	36122	100	100	99	527	498	501	6	8	5	NA	13	10	31	41	50	63	37	35
Students with Disabilities	22	243	10295	100	99	92	440	434	443	41	40	33	23	29	26	27	23	33	9	9	8
Students without Disabilities	114	1366	69852	98	100	100	496	483	488	4	8	7	15	19	16	44	49	51	37	24	26
Limited English Proficient Students	36	319	12722	100	100	97	439	438	441	25	27	27	36	36	33	31	32	37	8	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	119	1141	38371	98	100	97	486	464	465	9	16	15	18	25	23	42	45	49	31	15	13
Non-Economically Disadvantaged	17	468	41776	100	100	100	497	503	498	18	5	6	6	12	11	35	45	49	41	38	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	136	1601	79686	99	99	98	465	463	470	13	14	11	26	27	24	54	52	57	7	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	819	39163	97	99	99	473	470	475	8	11	9	21	23	22	62	56	60	8	9	10
Male	65	782	40438	100	99	97	455	457	465	17	16	13	31	30	25	46	48	54	6	6	7
African American	NC	168	4228	NC	98	98	NC	461	458	NC	13	15	NC	27	28	NC	57	53	NC	3	4
Hispanic	67	773	33299	97	99	98	464	454	452	10	16	17	34	32	32	48	47	47	7	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	472	490	NC	13	5	NC	22	13	NC	51	68	NC	13	14
American Indian/Alaskan Native	45	152	4087	100	100	96	447	447	446	20	20	16	24	32	38	56	45	44	NA	3	2
White	16	463	35914	100	100	98	501	484	489	6	8	5	NA	15	15	75	62	67	19	14	14
Students with Disabilities	22	239	9808	100	98	87	416	420	432	55	47	35	18	28	32	27	23	30	NA	2	3
Students without Disabilities	114	1362	69878	98	99	100	474	471	475	4	8	8	27	26	23	60	57	61	9	8	9
Limited English Proficient Students	36	314	12594	100	98	96	421	419	422	28	36	34	53	46	45	19	18	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	119	1134	38095	98	99	97	462	452	452	13	18	17	28	31	32	52	46	48	8	5	3
Non-Economically Disadvantaged	17	467	41591	100	100	99	488	490	486	12	4	6	12	16	16	71	67	65	6	13	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	137	1606	80372	99	100	99	483	475	475	3	4	4	28	32	30	66	62	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	823	39452	99	100	99	493	489	488	1	3	3	14	22	22	83	72	72	1	3	3
Male	65	783	40836	100	99	98	471	459	464	5	6	6	45	42	37	46	51	56	5	1	1
African American	NC	168	4264	NC	98	99	NC	473	465	NC	3	5	NC	37	35	NC	59	59	NC	1	1
Hispanic	68	779	33608	99	100	99	478	468	462	4	6	6	28	35	36	65	58	57	3	1	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	493	500	NC	2	2	NC	20	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	45	152	4128	100	100	97	476	467	464	NA	3	4	36	38	39	64	59	56	NA	NA	1
White	16	462	36213	100	99	99	501	487	489	6	4	2	25	23	22	63	69	72	6	4	3
Students with Disabilities	22	242	10526	100	99	94	435	421	427	14	18	15	59	56	53	27	26	31	NA	NA	1
Students without Disabilities	115	1364	69846	99	100	100	491	484	482	1	2	3	23	27	26	73	69	69	3	2	2
Limited English Proficient Students	36	318	12747	100	99	97	450	439	432	6	11	12	50	51	52	44	38	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	120	1138	38521	99	99	98	480	466	461	3	5	6	29	37	38	66	56	55	3	1	1
Non-Economically Disadvantaged	17	468	41851	100	100	100	499	496	489	6	2	3	24	18	22	65	77	72	6	3	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	94	1433	79306	100	100	99	487	500	504	18	14	13	28	21	20	46	48	49	9	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	691	38845	100	100	99	486	499	505	12	14	11	37	21	20	48	50	50	4	15	18
Male	42	742	40383	100	100	98	488	502	504	26	14	14	17	21	19	43	46	47	14	18	19
African American	12	155	4171	100	100	98	475	481	485	25	23	20	25	25	26	50	45	44	NA	7	10
Hispanic	51	661	32673	100	100	99	483	490	487	24	15	18	27	25	25	41	50	46	8	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	19	114	4034	100	100	97	483	482	479	5	18	22	47	32	29	42	39	43	5	11	7
White	11	449	36234	100	100	99	512	522	523	9	8	6	NA	12	13	73	49	52	18	31	28
Students with Disabilities	11	258	10286	100	100	91	440	461	462	73	42	41	9	29	27	18	24	27	NA	6	5
Students without Disabilities	83	1175	69020	100	100	100	492	509	510	11	8	9	30	20	18	49	53	52	10	19	21
Limited English Proficient Students	19	264	10291	100	100	96	441	465	458	58	30	38	37	37	34	5	30	26	NA	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	78	985	37437	100	100	97	479	488	486	22	17	19	29	26	26	45	48	46	4	9	9
Non-Economically Disadvantaged	16	448	41869	100	100	100	525	528	521	NA	6	7	19	11	14	50	47	51	31	35	27

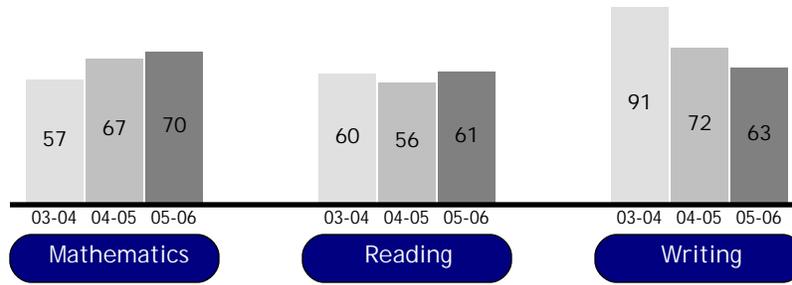
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	1423	79000	100	99	98	480	484	489	11	10	10	23	26	24	64	58	58	2	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	687	38774	100	99	99	484	488	494	6	8	7	19	23	22	71	61	61	4	8	10
Male	42	736	40150	100	100	98	476	481	485	17	12	12	29	28	25	55	55	55	NA	5	8
African American	12	154	4153	100	100	98	482	472	476	17	15	13	17	31	30	67	52	53	NA	3	4
Hispanic	51	653	32508	100	99	98	474	473	472	14	12	15	24	30	33	63	56	49	NA	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	19	114	4016	100	100	96	479	470	467	5	11	14	37	39	37	58	44	46	NA	5	2
White	11	448	36135	100	100	98	501	507	508	NA	4	4	9	15	14	82	66	67	9	15	15
Students with Disabilities	11	248	9991	100	97	88	442	448	449	36	33	33	45	40	36	18	25	29	NA	3	2
Students without Disabilities	83	1175	69009	100	100	100	485	492	495	7	5	6	20	23	22	70	65	62	2	7	10
Limited English Proficient Students	19	259	10199	100	98	95	443	445	439	32	27	35	47	47	47	21	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	78	977	37234	100	99	97	476	474	472	13	13	15	26	30	33	62	55	50	NA	2	3
Non-Economically Disadvantaged	16	446	41766	100	100	99	500	508	505	NA	4	5	13	16	16	75	63	65	13	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	94	1430	79611	100	100	99	500	492	496	3	8	7	39	39	37	57	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	689	39016	100	100	99	504	507	511	2	4	4	33	32	29	65	62	66	NA	1	1
Male	42	741	40519	100	100	98	495	477	482	5	11	10	48	46	44	48	43	46	NA	1	0
African American	12	155	4188	100	100	98	478	483	486	8	9	9	67	45	40	25	46	50	NA	1	0
Hispanic	51	660	32855	100	100	99	499	484	481	4	9	10	35	41	43	61	49	47	NA	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	19	113	3992	100	99	96	500	487	478	NA	4	10	47	47	46	53	49	44	NA	NA	0
White	11	448	36380	100	100	99	522	507	511	NA	5	4	18	35	30	82	58	65	NA	2	1
Students with Disabilities	11	257	10664	100	100	94	437	438	440	18	23	23	55	58	54	27	19	22	NA	0	1
Students without Disabilities	83	1173	68947	100	100	100	508	503	504	1	4	4	37	35	34	61	60	61	NA	1	1
Limited English Proficient Students	19	265	10362	100	100	97	457	443	438	11	20	22	63	56	57	26	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	78	983	37626	100	100	98	491	482	479	4	9	10	45	43	45	51	48	45	NA	0	0
Non-Economically Disadvantaged	16	447	41985	100	100	100	542	512	511	NA	4	4	13	31	30	88	62	65	NA	2	1

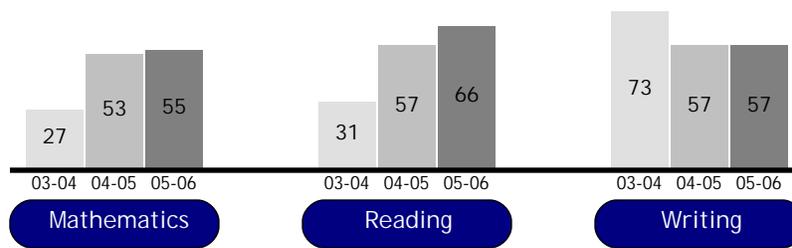
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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	94	55	NA	58	98	31	41	47	95	28	41	46
	Language	97	43	44	50	98	26	39	47	95	28	39	48
	Mathematics	97	60	57	64	98	31	44	50	95	30	41	52
3	Reading	78	39	NA	55	99	39	41	44	97	34	41	46
	Language	96	50	54	61	99	40	40	44	97	34	39	46
	Mathematics	96	48	54	61	99	46	46	51	97	41	46	52
4	Reading	89	47	NA	56	97	39	43	48	100	44	44	52
	Language	95	46	45	52	97	38	45	49	100	46	46	52
	Mathematics	95	58	51	61	97	42	48	53	100	56	52	58
5	Reading	93	38	NA	55	98	40	46	50	98	43	52	56
	Language	97	39	43	49	98	38	45	50	98	37	48	54
	Mathematics	97	47	59	63	98	39	45	49	98	37	48	52

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/](http://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

- 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 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.78
Other Professional Staff	3.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	9	1	0	0
7 to 9 years	4	12	0	0
10 or more years	4	14	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
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	2%

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 Liason
- Ü School Counselors

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 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.
  - Partnership with ASU-Project Literacy of Arizona
  - Junior Achievement Partnership with INTEL
- ü Active Participant in the MAC-Ro Program, which allows our 2nd, 3rd and 4th grade students extra practice in mathematics.
  
- ü 2006-07 National Association for Multi-Cultural Education Choice Site
  - NCLB-Met AYP
  - AZ Learns-Performing Plus

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	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

The development of Lifeskills and Lifelong Guidelines promote the development of responsible citizens at Frank School. The Second Step program teaches children to make wise choices about anger, truthfulness, choosing wise friends and staying away from negative peer pressure. We currently utilize the Olweus Bullying Prevention Program. It is a comprehensive, school-wide program. Its goals are to reduce and prevent bullying problems among children and to improve peer relations at school.

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	Bernadette Kadel	(480) 897-6202
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Cheryl Jordan	(480) 897-6202
School Nutrition Programs	Terri Umsted	(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](http://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.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](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.

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](http://www.ade.az.gov/researchpolicy/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.