

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Marshall Elementary Magnet School

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

Flagstaff Unified District  
850 N. Bonito Street, Flagstaff, AZ 86001

Principal: Ms. Kathy Gill

Schedule: 8:00 AM to 4:00 PM

Web Address: [www.flagstaff.k12.az.us/marshall/](http://www.flagstaff.k12.az.us/marshall/)

E-mail: [kgill@apscc.org](mailto:kgill@apscc.org)

Grades: Pre-K-6

2002 Enrollment: 490

Phone: (928) 773-4030

Fax: (928) 773-4035

## ∨ School Overview ∨

### Mission

Marshall School's diverse community will work together to provide a quality education which promotes academic excellence, personal growth and citizenship.

### Organization and Philosophy

- w Magnet School
- w Academics Plus Arts Science Citizenship
- w Afterschool Programs
- w Time to Teach/Character Education

### Instructional Programs

- w Hands-on Science Lab
- w Character Education
- w Full-day Kindergarten
- w Accelerated Reader Program
- w Fine Arts
- w Title I/CLIP Programs
- w English as a Second Language
- w Mental Math

### School/Academic Goals

- w All students will increase academic performance through teacher planning and implementation of the Arizona Academic Standards. Marshall School will maximize educational growth through technology.
- w All students will become more successful learners through acceptance of responsibility for behavior and by developing respect for self and others.
- w Every student will be involved in one or more fine arts or science exhibitions which are integrated across the curriculum.
- w Marshall School will provide early intervention in the primary grades, ongoing remediation in the intermediate grades, and enrichment activities integrated throughout the curriculum.

### Enrollment

October 1, 2001 School Year Student Enrollment:	457
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	85

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> 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**

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

**Council Duties**

- w Goals/Vision
- w Playground Development
- w Budget
- w Magnet School Planning
- w Parent/Educator/Community Relations
- w School Safety Issues

∨ **Staffing Information** ∨

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

Position	Number	Position	Number
Administrator	1.00	Teacher	33.80
Other Professional Staff	4.10	Teacher Aide	23.00

**Educational Attainment by Years of Teaching Experience of Current Teaching Staff**

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	3	1	0	0
7 to 9 years	1	0	0	0
10 or more years	7	22	1	0

∨ **Shared Responsibilities** ∨

**School**

Our staff is responsible for facilitating/maintaining communication with parents. Certain standards are expected of every child attending our school to ensure that school will be a safe and organized environment where maximum learning can take place. Our staff recognizes students for their contributions and challenges all students to achieve high academic standards. Materials that are necessary for meeting curriculum needs are provided for students.

**Parents**

Marshall parents are responsible for ensuring that students are at school on time and ready to learn. Parents have the responsibility to work with the school to instill respect for self and others. Parents are responsible for initiating/maintaining communication with staff and working to develop goals/plans for the school. Additionally, parents are expected to provide a home environment that encourages/sets an example for the child's commitment to learning and responsible citizenship.

∨ **Transportation Policy** ∨

Marshall Magnet School students are bused from most areas of Flagstaff. If the student lives outside of our attendance area, bus stops have been established at various locations throughout Flagstaff. Most of these stops are at the home school. Students with disabilities are transported from various areas of Flagstaff since our school serves as a district site for more severely disabled students.

---

### ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	180	<b>First Day of School:</b>	8/26/02
<b>Average Daily Instruction Time:</b>	6 hrs. 15 min.	<b>Last Day of School:</b>	6/5/03
<b>Operates on Trimester Schedule</b>			

---

#### Report Card Release Dates

11/27/02                      3/7/03                      6/5/03

---

### Additional Calendar/Report Card Information

Progress on the Arizona Academic Standards is reported to parents in conferences twice a year through a standards-based report. Spring conferences are student-led. Teachers use portfolio assessments as well.

---

### ∨ Resources Available at School Site ∨

---

#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes              Lunch - Yes              Summer Food - No

<sup>3</sup> 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	W Science Lab
W Preschool Facilities	W Challenge and Enrichment Classroom

---

#### Extracurricular Activities

W FACTS Afterschool Program	W DARE
W Student Council	W Black Dog Service Club
W Peaks of Books Bookstore	W Partnership w/Flagstaff Medical Center
W Suzuki Violin	W Green Team Recycling

---

#### School/Community Resources

W Afterschool Program	W Adopt-a-School Partnership
W Lunch/Breakfast Programs	W Home-school Coordinator
W School-based/School-linked Health Clinic	W On-site Guidance Center Counseling
W Parenting Assistance	W Clothing/Food Banks

## ∨ 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 Mental Math programs have successfully raised students' achievement test scores. Language arts instruction is provided during uninterrupted blocks of time. CLIP reading instruction is available for first grade students.</p> <p>W Our magnet school has successfully written grants and been funded for character education, fine arts; including Suzuki violin and dance, afterschool arts programs, and science units. 100% of our students participate in exhibitions/performances.</p> | <p>W Marshall School provides a hands-on science lab that is used by all grade levels. The science curriculum has been expanded through community partnerships. This year we will work closely with the Arizona Nutrition Network to enhance health education.</p> <p>W Marshall School has successfully implemented an afterschool program. The program is enhanced through the 21st Century Community Learning Center grant. We also offer schoolwide family activities throughout the year.</p> |
|--|--|

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	20.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.5 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	8.7 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	96.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	3.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	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.**

<sup>4</sup> 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.

<sup>5</sup> 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.

<sup>6</sup> 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.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> 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.

<sup>9</sup> 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
Arizona Technology Teacher of the Year	1999
Chamber of Commerce School of the Year	2000
Board-Approved District Magnet School	2001
Arizona Arts Education School of Excellence	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 <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>	<b>Reading</b>	<b>48</b>	<b>510</b>	<b>15%</b>	<b>23%</b>	<b>44%</b>	<b>19%</b>
	School State	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>47</b>	<b>535</b>	<b>4%</b>	<b>19%</b>	<b>62%</b>	<b>15%</b>
	State	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>44</b>	<b>509</b>	<b>9%</b>	<b>41%</b>	<b>30%</b>	<b>20%</b>
	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

<b>Reading</b>	<b>School</b>	<b>42</b>	<b>514</b>	<b>17%</b>	<b>10%</b>	<b>50%</b>	<b>24%</b>
	State	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>41</b>	<b>531</b>	<b>15%</b>	<b>15%</b>	<b>46%</b>	<b>24%</b>
	State	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>43</b>	<b>499</b>	<b>14%</b>	<b>33%</b>	<b>16%</b>	<b>37%</b>
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class 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	--	--	--	--	--	--	--	--	--	73	76	60	--	--	--
2	Reading	--	--	--	100	55	50	74	43	52	66	59	53	67	72	57
	Language	--	--	--	100	40	40	80	38	43	66	52	44	69	56	48
	Mathematics	--	--	--	100	43	51	73	54	55	67	68	57	69	77	61
3	Reading	89	48	47	100	45	47	64	73	48	64	65	50	78	46	50
	Language	89	47	49	100	35	51	68	73	54	67	67	56	78	54	57
	Mathematics	89	40	46	100	29	49	70	71	52	67	68	54	78	51	56
4	Reading	87	41	53	100	67	54	62	55	54	49	77	55	81	64	55
	Language	94	37	47	100	52	49	63	43	48	51	68	50	80	56	50
	Mathematics	89	30	51	100	47	54	69	39	55	51	69	57	81	69	58
5	Reading	85	59	51	100	48	51	60	51	51	74	50	51	63	64	53
	Language	84	51	42	100	35	44	60	48	45	74	45	45	66	55	47
	Mathematics	82	54	51	100	38	54	60	56	55	74	47	57	73	65	59
6	Reading	89	54	53	100	63	54	61	44	53	71	62	54	65	56	56
	Language	86	35	41	100	50	44	62	34	44	70	51	45	63	45	47
	Mathematics	84	50	57	100	55	59	61	45	60	70	70	63	62	61	65

## ∨ 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 Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> 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
<b>Grades 2-3</b>	<b>46</b>	<b>43</b>
<b>Grades 3-4</b>	<b>73</b>	<b>76</b>
<b>Grades 4-5</b>	<b>78</b>	<b>84</b>
<b>Grades 5-6</b>	<b>78</b>	<b>82</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*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

Marshall Elementary is committed to the overall safety and well-being of children. In February 2000, Marshall was the first school in the district to conduct a schoolwide lock-down and off-site evacuation drill in coordination with police, fire and district personnel. We have become more diligent about building security and requiring visitors to check-in. Students are held to high expectations for their behavior through a schoolwide character education/citizenship program.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

**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	\$4,000	\$1,692,548
Classroom Supplies	\$1	\$319
Administration	\$389	\$164,495
Support Services-Students	\$284	\$120,364
Other Support Services and Operations	\$756	\$319,939
<b>Total Expenditures- All Categories 2000-2001</b>	<b>\$5,430</b>	<b>\$2,297,665</b>

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
<b>School Site Council</b>	Kathy Gill	(928) 773-4030	
<b>Transportation Policy</b>	Fred Fennell	(928) 773-4171	
<b>Community Resources</b>	Kathy Lozania	(928) 773-8424	
<b>School Nutrition Programs</b>	Don Gala	(928) 527-6091	
<b>Parent Organization</b>	Sue Beard	(928) 779-6265	
<b>Student Health/Nurse</b>	Marilyn Morgan	(928) 773-4032	

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, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."