

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

850 Bonito St., Flagstaff, AZ 86001

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

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

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Marie Axman
 Schedule : 08:00 AM to 04:00 PM
 Grades : Pre-K-6
 2005 Enrollment : 521
 Web Address : www.fusd1.org/marshall/
 Phone Number : (928) 773-4030
 Fax Number : (928) 773-4035
 E-mail : maxman@apscc.org

Mission

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

School / Academic Goals

- ü All students will increase academic performance as a result of teacher planning and implementation of Arizona Academic Standards.
- ü Marshall School will focus on increasing language performance for students and validate performance increase through the use of available data.
- ü In alignment with the mission and philosophy of Marshall Elementary Magnet School, every student will participate, at their developmental level, in one or more fine arts or science exhibitions.
- ü To complement the commitment which Marshall Magnet has made to character development, all students will use the arts to learn to recognize their own gifts and talents and be able to recognize the talents of others.

Enrollment

October 1, 2004 School Year Student Enrollment : 556
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 5

Instructional Programs

- Ü Hands-On Science Lab
- Ü Integrated Arts Instruction
- Ü Full-Day Kindergarten
- Ü Character Education
- Ü Accelerated Reader
- Ü Mental Math
- Ü Suzuki Violin
- Ü Artists in Residence

Calendar Information

Number of Instruction Days :	183
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

We are responsible for facilitating/maintaining communication with parents. We set high standards for ourselves and for our students in order to ensure that school will be a safe and organized environment where maximum learning can take place.

Parents

Marshall parents are responsible for: ensuring that students are at school on time and ready to learn, working with the school to instill respect for self and others, maintaining communication with staff and working to develop schoolwide goals.

Transportation Policy

Marshall Magnet School students are bused from various areas of Flagstaff. We generally bus students living more than one mile from the school with additional stops established outside our attendance area to provide for our magnet status.

School Honors

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

Award/Honor	Year
Ü Board-Approved District Magnet School	2001
Ü Arizona Arts Education School of Excellence	2002
Ü Governor's Nominee for Arts in Education	2003
Ü Arizona Elementary Administrator of the Year	2004

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	74	824	79306	100	100	99	420	443	445	15	10	10	28	20	18	47	50	51	10	20	20
All Students (Prior Year)	57	771	75509	92	98	100	503	526	521	17	11	13	30	19	23	35	35	33	19	35	31
Female	39	391	38691	100	100	99	419	445	446	14	8	10	17	20	18	51	50	52	17	21	20
Male	35	434	40583	100	100	99	421	441	445	15	11	11	39	20	18	42	50	50	3	19	21
African American	NC	22	4041	NC	100	99	NC	430	426	NC	17	17	NC	17	23	NC	56	50	NC	11	10
Hispanic	NC	174	32869	NC	99	99	NC	426	429	NC	15	15	NC	34	25	NC	43	51	NC	8	10
Asian/Pacific Islander	--	11	1935	--	100	99	--	483	474	--	0	3	--	0	9	--	78	48	--	22	40
American Indian/Alaskan Native	17	195	4264	100	100	100	408	418	419	19	16	19	38	29	30	44	49	45	0	6	6
White	46	422	36197	100	100	99	421	460	463	14	5	5	23	12	11	49	53	53	14	30	31
Students with Disabilities	19	191	10321	100	100	100	352	407	389	35	20	30	35	29	27	29	41	34	0	11	9
Students without Disabilities	55	634	69060	100	99	98	442	454	454	8	7	7	25	18	17	53	53	54	14	22	22
Limited English Proficient Students	15	135	15509	100	100	100	355	389	406	20	24	20	47	38	30	33	36	45	0	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	31	382	39415	91	95	96	409	424	431	20	16	15	40	30	25	40	45	50	0	9	10
Non-Economically Disadvantaged	43	443	39966	100	100	100	428	459	459	11	5	6	18	12	12	53	55	52	18	29	30

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	74	823	79395	100	0	99	423	447	446	10	6	9	35	28	25	44	54	55	10	12	11
All Students (Prior Year)	57	772	75492	92	99	100	518	526	519	17	9	12	9	14	16	59	48	47	15	29	24
Female	39	390	38743	100	0	100	426	453	451	14	7	7	23	25	24	46	53	57	17	16	12
Male	35	434	40618	100	0	99	420	442	440	6	6	11	48	30	27	42	55	53	3	8	9
African American	NC	22	4052	NC	0	100	NC	438	434	NC	0	11	NC	39	29	NC	61	54	NC	0	6
Hispanic	NC	174	32915	NC	0	99	NC	432	426	NC	11	15	NC	41	35	NC	43	47	NC	6	4
Asian/Pacific Islander	--	11	1936	--	0	99	--	498	468	--	0	3	--	0	14	--	67	63	--	33	19
American Indian/Alaskan Native	17	195	4271	100	0	100	415	420	420	6	8	15	56	48	42	38	41	41	0	3	2
White	46	421	36221	100	0	99	426	463	465	14	4	4	21	14	15	51	64	63	14	18	17
Students with Disabilities	19	191	10331	100	0	100	351	416	388	29	8	25	47	41	37	24	47	34	0	4	4
Students without Disabilities	55	633	69139	100	0	99	447	457	454	4	6	7	31	24	24	51	56	58	14	14	11
Limited English Proficient Students	15	135	15545	100	0	100	345	390	399	20	18	21	60	56	42	20	25	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	31	382	39484	91	0	96	408	428	429	13	11	14	57	43	35	30	42	47	0	4	4
Non-Economically Disadvantaged	43	442	39986	100	0	100	435	464	461	8	2	4	18	15	16	55	65	63	18	18	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	74	823	78869	100	100	99	406	433	442	13	7	6	31	25	21	50	61	63	6	7	10
All Students (Prior Year)	57	770	75053	92	98	99	554	607	597	24	6	7	11	11	12	61	75	72	4	9	9
Female	39	389	38536	100	100	99	422	450	458	11	4	4	17	19	15	60	67	67	11	10	14
Male	35	435	40302	100	100	99	388	418	428	15	9	8	45	31	26	39	56	60	0	4	7
African American	NC	23	4015	NC	100	99	NC	430	430	NC	11	8	NC	22	24	NC	61	61	NC	6	7
Hispanic	NC	175	32606	NC	100	98	NC	416	426	NC	11	8	NC	33	27	NC	49	60	NC	7	5
Asian/Pacific Islander	--	11	1925	--	100	99	--	504	471	--	0	3	--	11	11	--	44	64	--	44	22
American Indian/Alaskan Native	17	194	4245	100	100	100	376	420	423	19	6	9	50	31	26	31	59	61	0	3	4
White	46	420	36078	100	100	99	411	444	459	12	5	4	26	20	16	56	67	66	7	8	14
Students with Disabilities	19	190	10246	100	100	100	321	379	367	29	16	18	47	40	39	24	44	40	0	1	4
Students without Disabilities	55	634	68697	100	99	98	434	450	454	8	4	4	25	21	18	59	66	67	8	9	11
Limited English Proficient Students	15	135	15339	100	100	100	322	381	399	20	12	11	53	42	31	27	44	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	31	381	39106	91	95	95	392	415	427	20	11	8	37	31	28	43	56	59	0	2	5
Non-Economically Disadvantaged	43	443	39837	100	100	100	416	448	457	8	3	4	26	20	14	55	65	67	11	11	15

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	68	760	78906	100	100	99	500	498	498	8	12	13	14	20	19	55	49	48	23	18	20
All Students (Prior Year)	67	822	76019	97	100	100	491	508	499	13	7	14	50	40	39	11	16	14	26	36	33
Female	38	377	38644	100	100	99	502	497	500	8	11	12	8	21	19	50	49	49	33	19	19
Male	30	383	40236	100	100	99	497	498	497	7	13	15	21	19	19	61	50	46	11	18	20
African American	NC	18	4087	NC	100	99	NC	459	481	NC	40	20	NC	33	24	NC	20	45	NC	7	11
Hispanic	10	155	31938	100	100	99	505	475	481	0	22	19	20	30	25	60	41	46	20	6	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	19	172	4593	100	100	100	487	476	467	22	20	26	6	27	29	67	48	39	6	5	6
White	34	410	36483	100	100	99	501	515	517	3	5	7	16	13	13	50	54	51	31	28	30
Students with Disabilities	13	148	10664	100	100	100	420	447	430	31	39	42	46	30	27	23	29	26	0	2	5
Students without Disabilities	55	613	68310	100	100	98	521	510	509	2	6	9	6	18	18	63	55	51	29	22	22
Limited English Proficient Students	10	65	12573	100	100	100	432	451	454	31	30	27	23	35	30	46	34	38	0	1	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	35	345	38679	95	94	96	496	478	483	12	20	20	18	27	25	55	48	45	15	5	10
Non-Economically Disadvantaged	33	416	40295	100	100	100	505	514	513	3	6	7	10	14	13	55	51	50	32	29	30

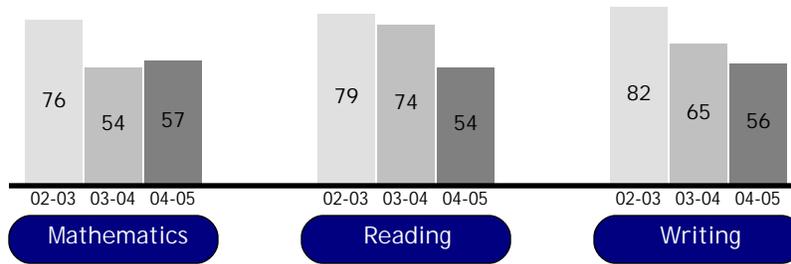
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	760	78908	100	0	99	491	488	484	5	7	10	28	24	23	55	61	58	13	9	9
All Students (Prior Year)	67	821	76020	97	100	100	503	506	503	20	16	25	25	21	23	43	50	40	13	13	12
Female	38	377	38648	100	0	99	493	492	489	3	4	8	22	24	22	61	62	61	14	10	10
Male	30	383	40233	100	0	99	488	484	479	7	9	12	36	24	25	46	59	55	11	8	8
African American	NC	18	4092	NC	0	99	NC	461	473	NC	13	12	NC	53	28	NC	27	54	NC	7	5
Hispanic	10	155	31940	100	0	99	477	471	465	10	12	16	40	36	32	40	50	49	10	2	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	19	172	4569	100	0	100	472	461	457	6	12	18	44	38	39	50	50	41	0	0	2
White	34	410	36502	100	0	99	497	506	502	3	2	4	16	13	14	66	70	67	16	15	15
Students with Disabilities	13	148	10665	100	0	100	423	448	423	23	19	30	54	45	36	23	35	31	0	1	2
Students without Disabilities	55	613	68312	100	0	98	508	498	493	0	3	7	22	19	21	63	67	62	16	11	10
Limited English Proficient Students	10	65	12556	100	0	100	413	438	436	23	22	24	62	45	40	15	32	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	35	346	38662	95	0	96	480	470	468	6	11	16	36	36	32	55	50	49	3	3	3
Non-Economically Disadvantaged	33	415	40315	100	0	100	502	504	498	3	3	5	19	14	15	55	69	66	23	14	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	68	762	78750	100	100	99	528	505	500	2	5	6	17	30	29	73	62	63	8	3	2
All Students (Prior Year)	67	817	75673	97	99	100	562	545	530	5	7	12	18	22	25	71	67	58	5	4	4
Female	38	378	38586	100	100	99	534	517	515	3	2	4	8	25	22	83	70	71	6	3	3
Male	30	384	40135	100	100	99	520	492	486	0	7	8	29	36	35	61	54	56	11	2	1
African American	NC	18	4081	NC	100	99	NC	460	488	NC	13	8	NC	67	32	NC	20	59	NC	0	2
Hispanic	10	155	31841	100	100	99	525	483	483	0	9	8	20	41	36	80	50	55	0	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	19	173	4586	100	100	100	515	492	481	0	1	8	28	44	37	67	53	54	6	1	1
White	34	411	36440	100	100	99	536	519	516	3	4	3	9	20	22	75	72	71	13	5	4
Students with Disabilities	13	149	10622	100	100	100	452	446	415	8	16	21	54	54	50	31	29	28	8	1	1
Students without Disabilities	55	614	68196	100	100	98	547	520	513	0	2	3	8	24	25	84	71	69	8	3	3
Limited English Proficient Students	10	65	12504	100	100	100	449	456	451	8	9	12	31	46	44	62	44	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	35	347	38558	95	95	96	531	488	485	0	6	8	18	41	37	73	51	54	9	2	1
Non-Economically Disadvantaged	33	416	40260	100	100	100	524	519	514	3	3	3	16	21	21	74	72	72	6	4	4

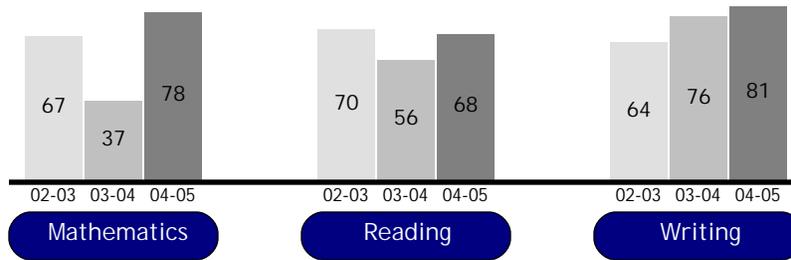
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

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	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	52	56	50	92	48	NA	58	94	56	52	47
	Language	100	44	47	43	98	44	52	50	94	50	51	47
	Mathematics	100	61	64	57	98	63	68	64	94	59	55	50
3	Reading	98	59	53	47	89	55	NA	55	97	40	48	44
	Language	100	63	59	54	90	60	63	61	97	39	43	44
	Mathematics	100	62	60	54	89	57	65	61	97	42	50	51
4	Reading	93	55	60	52	94	56	NA	56	89	53	55	48
	Language	97	47	53	48	97	53	56	52	89	54	54	49
	Mathematics	100	52	64	57	97	54	63	61	89	57	56	53
5	Reading	97	61	59	50	93	55	NA	55	100	59	54	50
	Language	95	54	53	46	93	54	55	49	100	56	52	50
	Mathematics	94	69	67	57	93	61	69	63	100	53	49	49
6	Reading	100	61	63	53	90	65	NA	56	96	54	56	51
	Language	100	47	56	45	92	56	58	48	96	46	50	47
	Mathematics	98	64	73	62	92	68	76	66	96	54	57	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/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

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

Council Duties

- Ü Goals/Vision
- Ü Collaboration K-12
- Ü Budget
- Ü Magnet School Planning
- Ü Parent/Educator/Community Relations
- Ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.50
Other Professional Staff	2.00	Teacher Aide	20.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	3	3	0	0
7 to 9 years	1	4	0	0
10 or more years	5	19	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Science Lab
- Ü Suzuki Lab
- Ü Library

Extracurricular Activities

- Ü FACTS After School Program
- Ü DARE
- Ü Student Council
- Ü Black Dog Service Club
- Ü High Altitude Steel Drum Orchestra
- Ü High Altitude Suzuki Project

Social Services

- Ü After School Program
- Ü Adopt-a-School Partnership
- Ü Lunch/Breakfast Programs
- Ü School-based Guidance Center Services
- Ü BigBrothers/BigSisters Mentoring
- Ü NACA Pathways Program
- Ü Reach Out Health Care Dental Program
- Ü Operation School Bell/ Assistance League

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Over the past five years, student performance on achievement tests has increased significantly. Marshall teachers use a standards-based lesson plan format and implement successful programs such as Mental Math to ensure that students meet standards.
- ü Marshall Magnet School has successfully written grants and partnered with different groups to provide an arts and science emphasis. For example, every kindergarten, first and second grade student receives Suzuki violin instruction.
- ü Marshall provides performing and visual arts programs for every student. Student awards include 2004 Most Creative in Flagstaff Light Parade for the Steel Drum Orchestra; 2005 Best of Show in the Flagstaff Recycled Art Show by the 4th grade class.
- ü Marshall's Science Program presents an annual Science Fair. Winners advance to the other state-wide competitions.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	21	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

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

We are committed to the safety, well-being of children. We have a crisis plan in place and practice regularly scheduled lockdown and fire drills. Visitors must check in at the office. Students are held to high expectations for appropriate behavior.

Total number of incidents that occurred on the school grounds for school year 2004-05 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.

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

Contacts

	Name	Phone Number
School Site Council	Marie Axman	(928) 773-4030
Transportation Policy	Dan McCoy	(928) 773-4171
Community Resources	Kathy Lozania	(928) 774-1103
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization	Jen Johnson	(928) 773-4030
Student Health/Nurse	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 on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given 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 2004-05 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 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. 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. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 521 Copies = \$199.00

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

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